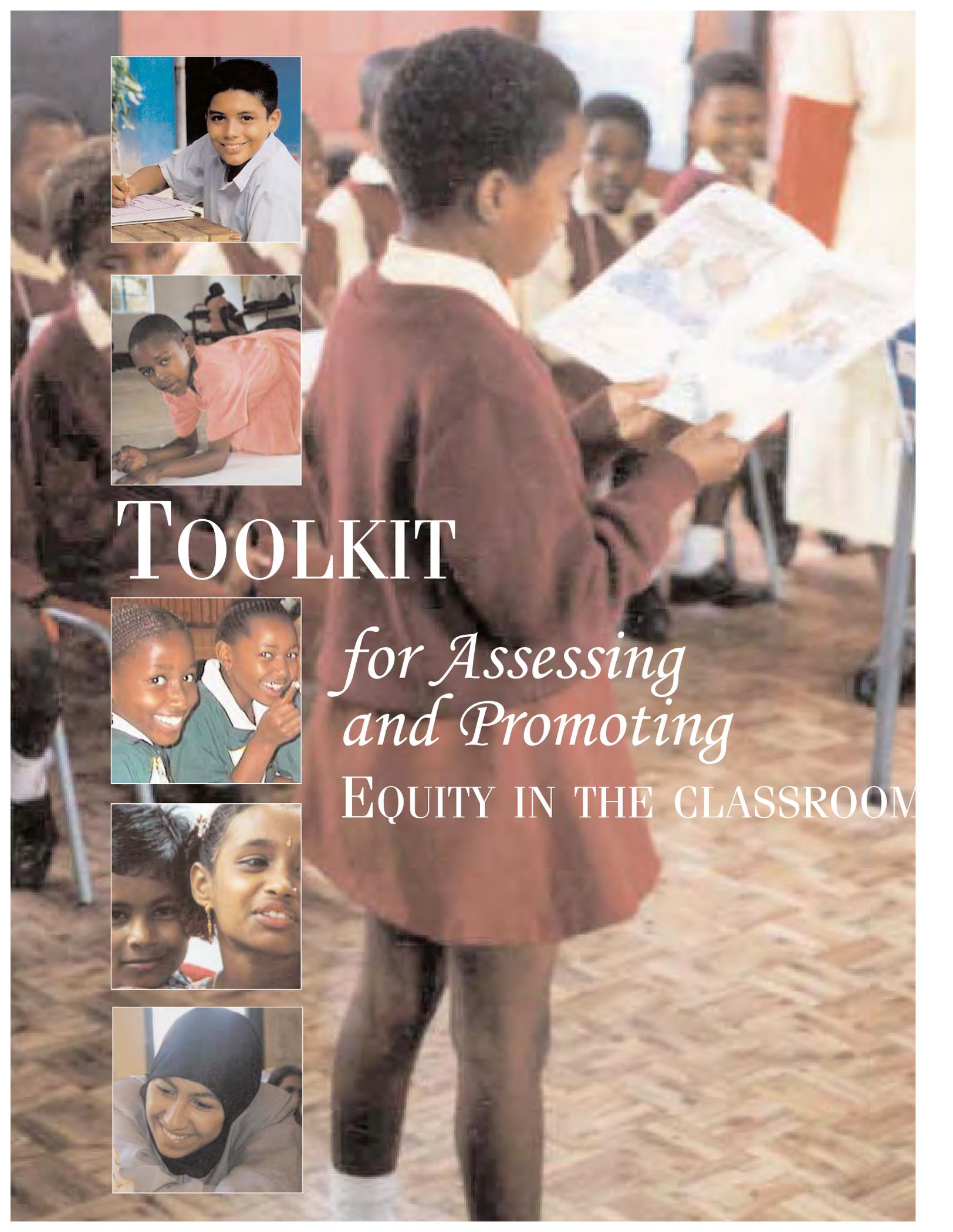




TOOLKIT

*for Assessing
and Promoting*

EQUITY IN THE CLASSROOM



TOOLKIT FOR ASSESSING AND PROMOTING EQUITY IN THE CLASSROOMSM

A PRODUCTION OF THE EQUITY IN THE CLASSROOMSM (EIC) PROJECT

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Creative Associates International's Equity in the ClassroomSM (EIC) Project, funded by USAID, Economic Growth Agriculture and Trade/Women in Development (EGAT/WID) was implemented from January 1998 through 2002 in eight countries in Africa, Asia, and Latin America. For maximum impact and sustainability, EIC has been implemented in countries where USAID-supported systemic educational reforms are underway and girls' education is an explicit country priority. The instruments and strategies presented in this document have been validated and applied in eight countries including Bangladesh, Benin, El Salvador, Haiti, Morocco, Peru, South Africa and Uganda.

The instruments developed in this toolkit have been developed and adapted by a variety of people who have worked on the EIC Project over its four-year evolution and in the eight countries in which local Country Coordinators and consultants contributed to the design. The members of the team from CAII who designed the instruments include Wendy Rimer, Deborah Llewellyn, and Sonya Anderson. We would like to thank Marta S. Maldonado and Angie Aldave from the graphic design team at CAII that helped publish this final production of the toolkit. In addition, Sylvia Ellison contributed to the final editing of the instruments. The photos were taken by Wendy Rimer and Deborah Llewellyn while in the field, and Fakhereddine Berrada, Country Coordinator in Morocco, contributed some photos as well. Translation was completed by Elvira Arnal of the examples of the instruments that were applied in Latin America.

The Country Coordinators and consultants in each country that were hired by the EIC Project helped to refine the instruments and collect examples of their application used in this toolkit. The EIC Project would like to acknowledge the contributions to this toolkit by the following Country Coordinators and consultants: Christine Kiganda - consultant from Uganda, Mohammed Tikly - Country Coordinator in South Africa, Sheila Mogrovejo de Thissen - Country Coordinator in Peru, Fakhereddine Berrada - Country Coordinator in Morocco, Zulema Lara Quintanilla - Country Coordinator in El Salvador, Mercedes Rodriguez Burgos, Ketty Erazo, and Ana María Nafría - consultants from El Salvador. Their experiences working with teachers, students, parents, school administrators, and other education officials to implement these tools helped increase the relevance and effectiveness of these instruments.

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INTRODUCTION

The Equity in the Classroom Project (EIC) was designed to increase the participation, academic achievement, and retention of girls and other marginalized children in primary school. EIC is comprised of three main components that include technical assistance, training, and results monitoring. The training involves a series of workshops (varying from 2-5 days each) over a period of 1 year that introduce tools and other strategies, reinforce their application, and evaluate the actions of participants to promote equity at the school level. Results monitoring was also conducted in all of the countries to measure the outcomes and impact of the EIC training to promote equitable teaching practices and increased participation for girls and disadvantaged learners. These case studies are available through Creative Associates International.

Through the EIC Project, tools and strategies were developed that focus research, assessment, and the teaching and learning process on the needs of diverse children. The EIC philosophy is grounded in the belief that all children can participate, learn, and achieve in the classroom. Equity in the Classroom operates from a set of core principles that demonstrate equity as key to quality, efficiency, and educational outcomes. Below are the core principles underlying the design of the instruments in this toolkit and EIC training that was implemented in eight countries:

- Equity is fundamental for quality education and contributes to education's impact on national development.
- Classroom teachers are change agents to improve equity in the classroom. EIC is focused on changing teachers' attitudes, beliefs, and skills to teach girls and boys equitably, as well as children with diverse languages, cultures, and learning readiness.
- Understanding individual learning styles and their impact on how people acquire, process, and apply information is critical in order to develop relevant curriculum and ensure equitable teaching practices.
- By viewing girls and marginalized children as the driving force for new models of teaching and learning, a richer curriculum emerges that benefits all children.
- In order to ensure Education For All, the dynamics between school and community must be transformed. Together they develop a shared vision for education and collaborate for improved educational outcomes.
- Education leaders who are committed to improving equity and quality, involve teachers in reflective inquiry in order to learn from their own practice rather than follow prescriptions for teaching that are misunderstood and inadequately owned. These leaders also self-reflect on their role in implementing change.

EIC training was unique and effective and resulted in improved teaching practices that increased girls' participation based on a methodology that:

- Required participants to analyze personal beliefs and values that shape attitudes and actions;
- Utilized reflection-on-practice to address problems and solutions for achieving equity;
- Incorporated experiential learning in which participants visited schools where they applied the EIC instruments;
- Engaged participants in learning through participatory methods that drew upon their own experiences and knowledge; and
- Committed participants to promote equity through the implementation of action plans.

The toolkit is designed to orient educators to issues of equity and to help them begin a process of research and inquiry to identify factors in schools and classrooms that limit equitable participation and achievement of girls and other disadvantaged learners. By identifying gender biases and sensitizing stakeholders at the school level of the need to ensure equity, this can promote improved practices that will contribute to the overall quality of education. Achieving equity in education is not an easy process that will occur rapidly because it requires a change in attitudes, behavior, and practice that are learned through continuous reinforcement of equitable teaching and learning strategies.

"In order to favor equitable conditions between girls and boys that permits them to create a positive image of themselves, teachers must incorporate methodologies that require the adoption of new attitudes in benefit of gender equity, as well as promote activities that develop new values in boys and girls. Above all it is essential for teachers to reflect on this subject that will redound in the integrated and harmonious development of their personality and yield success in diverse aspects of their life."

("Promovamos la equidad de género en el aula." GTZ 2001)

PURPOSE OF THE TOOLKIT

The Equity in the Classroom Project provides tools for assessing and promoting gender equity that focus school-based research and the teaching-learning process on the needs of girls and disadvantaged learners. The application of these tools and strategies impacts a positive change process in educational leadership and teaching practices and assures quality in education by addressing equity. The objective is for teachers, teacher trainers, school directors, and others at the school level to integrate these practical tools into their daily practice that will allow them to identify factors that limit equitable participation and achievement in education and provide strategies to improve the curriculum and teaching practices that foster equity.

In times of continuous change that requires innovative and adaptable solutions, leaders who represent various interests in education must be able to respond to these challenges and implement innovative solutions. Leadership aimed at the improvement of quality and equity in education involves reflection, the development of a shared vision, and action. New forms of shared leadership are emerging and require greater roles for school directors, teachers, parents and students. Groups of professionals at all levels who structure their time in order to allow for reflection-on-practice and to determine common goals in a participatory manner are participating in a learning organization. (For information on creating learning organizations see: Peter Senge, *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization*. 1994). Schools that are structured as learning organizations that for example facilitate the formation of groups among teachers for professional development will be best situated to benefit from the EIC instruments that can enable innovation and improved practice.

The Toolkit for Assessing and Promoting Equity in the Classroom is a compilation of instruments that permit action research in the classroom and in the school with the objective of promoting increased participation as well as improved learning and achievement of girls and other marginalized students in primary education. Equity in the Classroom provides the tools and strategies to focus research, evaluation and the teaching-learning process around the diverse needs of girls and boys. The tools can serve a variety of stakeholders and seek to reinforce the knowledge and strategies that increase equity and quality in the schools' missions including: teacher trainers, supervisors, curriculum developers, school principals, teachers, students, and parents. The instruments presented in this toolkit include:

- 1) School Equity Profile: allows the observer to detect factors in the school environment that affect equity.
- 2) Child Profile: helps teachers identify potential problems students face inside and outside the classroom that impact the learning process that enables teachers to adapt and improve their teaching practices.
- 3) Classroom Observation: helps to identify specific factors in the classroom (teaching methodologies, relations between teacher and students, the use of space, etc.) that contribute to a low level of participation of girls and other students with special needs.
- 4) Textbook Analysis of Equity: permits quantitative and qualitative data collection that reveals gender biases in instructional materials that limit students' personal development.
- 5) School and Family Interaction: contains two purposes: a) collect information that allows for reflection about school and family interrelations; and b) raise awareness regarding equitable education and the families' role in the improvement of the quality of the education.
- 6) Action Plans: provides a structured mechanism for education stakeholders to define objectives for improving equity and quality and increases the commitment to put into practice actions that are outlined in the plan.

WHO ARE THE EIC INSTRUMENTS DESIGNED FOR?

The Equity in the Classroom tools and strategies promote investigation by teachers and school leaders of pedagogical practices and school factors with a focus on equity. When applying the tools, it is important that they be used in a collaborative and participatory process in order to influence a change in practices. Teachers should be active in developing child profile questionnaires and in utilizing the classroom observations for reflection-on-practice among a peer group of teachers for common problem solving. Teachers who are involved in adapting the instruments and utilizing them to identify and respond to problems related to equity will appropriate them because they are practical and relevant. When these tools and strategies are utilized among all stakeholders at the school level including teachers, school directors, parents, and supervisors to promote a shared vision for equitable education, they have the potential to help transform a school into a quality, girl/child friendly learning environment.

The EIC tools can be used by various leaders and actors involved in a process for improving equity and quality in education at the national, regional, and school level. The tools can be used through a process of reflection-on-practice in order to influence a real impact on improved pedagogical practice. A tool such as the Classroom Observation Instrument can be used by several stakeholders for reflection and inquiry on equity and quality in the classroom. This instrument can be used by supervisors/teacher mentors to provide feedback to teachers to help them reflect on their practice. The instrument can also be used by teachers in a continual process for observing their colleagues and reflecting in professional learning groups about the problems identified with equity in the classroom and recommended solutions. Students can also benefit from classroom observation that will raise their awareness of different levels of participation and the importance of contributions by all students to promote communication skills and leadership, especially for girls and marginalized students such as second-language learners.

The EIC tools are designed for Ministries of Education, teacher mentors/trainers, teachers, school directors, students, curriculum developers, and families/parents. The benefits from the instruments for the various stakeholders are described below but not limited to these examples based on their adaptations and innovative applications.

Ministry of Education:

The compilation of tools can benefit Ministries of Education in the collection of qualitative and quantitative data at the school and classroom level to identify gender bias and discrimination in the school environment. The tools can serve to monitor the results of a program designed to improve equity and quality in pedagogical practices and in the school environment. Child Profiles can be used by those responsible for developing new policies to provide in-depth information revealing the obstacles related to school attendance, participation in the classroom, and academic achievement. This in-depth information about the lives of students and the challenges and obstacles they face in school and the classroom increases the commitment level of decision makers and educators to take action and to find innovative solutions.

Teacher trainers/supervisors:

The EIC tools offer an opportunity for supervisors and teacher trainers to work in collaboration with teachers in a process of reflection-on-practice for more equitable teaching. The tools are practical and help observers to document and verify whether practices are equitable and then provide helpful feedback to improve practice. By implementing the tools using a

collaborative approach, educators commit themselves to resolving identified problems and to design new strategies and teaching practices that foster equitable student participation and greater academic achievement.

Developers of educational materials/curriculum:

The Textbook Analysis of Equity instrument can be utilized by those who develop educational materials and also by curriculum specialists, editors, school directors, and teachers interested in promoting equity throughout the curriculum. This instrument provides quantitative and qualitative information that reveals gender biases in textbooks and materials that limits students' personal development. Equity can be achieved when teachers and educators use this instrument to become aware of gender biases and discrimination in curricular materials and then work to adapt materials and supplement them with additional materials that promote gender equity and diversity in order to benefit all learners.

School directors:

As mentioned in the introduction, to achieve an effective change in education and achieve quality and equity, leadership is required that emphasizes reflection, the development of a shared vision, and action. The school director can influence greatly a positive change process to improve equity and quality. The EIC tools (for example the School Equity Profile) can be used for action research that helps a school director identify problems and find solutions related to equity in education. The School Equity Profile requires research about the school environment, enrollment rates for boys and girls, overage students, participation of boys and girls in school activities, etc. This research will help the school director address and find solutions to such questions as: How can the school achieve an increase in persistence and achievement especially for girls and traditionally underserved students?

Teachers:

Leadership by teachers is increasingly seen as a key to reforming schools and improving teaching as a career. Schools cannot be changed without teachers' engagement, understanding, and involvement in making classroom improvements that will significantly impact student outcomes. The EIC tools can promote teacher leadership by engaging them in a process of continuous reflection-on-practice to learn from their practice, identify strategies to promote equitable participation, and to investigate factors related to gender bias in the curriculum, school environment, and the family that may limit learning and opportunities for girls and boys. The Child Profile instrument can help teachers to understand differences among their students that may arise from culture, language, gender, religion, and prior schooling, and can help to identify their difficulties with learning and preferred approaches. This knowledge about individual differences helps teachers to adapt the curriculum and methodologies and fosters learner-centered teaching practices that will benefit all students.

Students:

In studies related to educational improvement, a diagnosis of the situation of students incorporating students' perspectives is generally omitted from such discourse. In-depth knowledge and information about the reality of students increases the level of commitment by teachers and decision makers to take action in order to respond to the needs of girls and boys in their schools. The EIC tools, especially the Child Profile, is designed to identify the needs and problems of the learners that should be addressed in order to guarantee equitable access to and participation in school. The School Equity Profile can be used to ask students about factors in the school environment that can cause discrimination or are harmful and may lead to drop-out of boys and girls.

Families/Parents:

In society there are marked cultural norms and models that are reproduced through conduct, customs, and sayings that perpetuate sexist values and inequalities between men and women. Schools are institutions in society where daily evidence reveals gender bias and discrimination that perpetuate stereotypes and create inequity. If parents and family members are engaged in a process of investigation regarding internal and external factors to the school that cause inequities, they can become important allies and catalysts to combat discrimination that limits the dreams and opportunities of girls and boys. By involving parents in a process of inquiry, they will reflect on their own gender biases that are perpetuated through the family and they will be influenced to change their own attitudes and beliefs towards the education of their daughters and sons.

Tool 1

School Equity Profile



PURPOSE

School enrollment rates for both girls and boys have risen during recent years; however, many children, especially girls, repeat grades and continue to drop out prior to completion without the ability to read, write, calculate and apply learning to the problems around them. Why should schools, policy makers, and leaders be concerned about inequities in retention and academic achievement? Equity is fundamental for quality education and contributes to education's impact on national sustainable development.

The mission of schools is to effectively educate all students, both girls and boys. Historically, schools have not been equipped adequately to educate boys and girls with diverse languages, cultures and backgrounds. External factors (i.e. distance to school, opportunity costs to families, extreme poverty and malnutrition) may contribute to early dropout; however, an increase in inputs may not necessarily improve persistence and completion. Factors may exist within schools that actually discourage diverse learners and contribute to poor attendance and early dropout. School leaders who recognize these factors can become key agents in transforming schools so that achievement and completion are assured for all children.

In society defined cultural norms are reproduced through conduct, customs and sayings, and sexist values that perpetuate inequities between women and men. This reality is sometimes denied or remains hidden to the eyes of many people. There are many age-old gender stereotypes that are assimilated by one's own culture, and it is not strange for one to naturally accept those systems that create anachronistic and unequal interactions and power relations between men and women. In turn, schools reflect these unequal relations and evidence of inequities can be perceived:

- There is a lack of credibility of feminine discourse; a tendency not to believe in or give importance to the assertions made by women and girls, and to doubt the validity of what they represent and in what they take responsibility for.
- Authority is attributed to the male sex; boys do not need to demonstrate special skills in order to earn the confidence and respect from the school to become leaders. This discrimination affects the girls who are attributed little ability to obtain and succeed in leadership roles.
- Unequal participation and achievement in areas of the curriculum; the girls are recognized in social sciences, language arts, and conduct for their listening skills and compliant behavior. The boys are recognized in natural sciences, math, technology, and sports.
- Teachers' expectations in regards to achievement and conduct of girls and boys can be disadvantageous for girls. Some teachers believe that girls do not have the same aptitude as boys in certain subjects such as math and science therefore their expectations of them are very low. These attitudes of inequality can result in a self-fulfilling prophecy.
- In the cases where girls achieve low results in math and science, this affects their self-esteem, their capacity to face challenges of logic/reasoning, and reinforces the stereotype that they should become a homemaker.
- In general, gender roles reinforce for women their responsibility as mother, wife, and homemaker. Therefore it is an accepted norm that women fulfill roles and positions outside the home that are an extension of the domestic roles (i.e. cooking, cleaning, etc.) and which require limited qualifications and are lower paid.

Tool 1 - School Equity Profile

- Attention in schools is clearly favored for boys although this cannot necessarily be attributed to conscious discrimination. However, it does signify a clear priority for boys.

The school can accept the challenge to create a society that respects diversity, pluralism, and equity as indispensable values for personal development or it can perpetuate gender stereotypes and cultural norms that reinforce inferior and subordinate positions for girls and women. Teachers cannot remain indifferent to decisions that jeopardize opportunities and the future of boys and girls whom they teach. Schools and those responsible for making decisions in them need to assume leadership and take responsibility for shaping the development of boys and girls that will allow them to participate fully in society without being discriminated against because of their gender.

DESIGN AND APPLICATION OF THE SCHOOL EQUITY PROFILE INSTRUMENT

The School Equity Profile is a tool for collecting data from schools to reveal possible problems of persistence and dropout that affect girls or boys differently. It also engages school directors in the experience of analyzing school data for trends and patterns that may point to needed school improvements. It helps them identify factors over which they have some control and may encourage them to initiate changes and monitor results - to become active agents for improving school equity. The School Equity Profile can be effectively used in training programs or professional work groups for school directors, supervisors or head teachers where data is collected and analyzed among professional colleagues. The School Equity Profile is a simple tool for engaging practitioners in school research and provides baseline data for measuring improvements in equity. The following is a guideline on how best to use the School Equity Profile Instrument.

1. Recording data:

- Use the box on the instrument to record the number of girls and boys by grade to perceive whether attendance stays the same, increases or decreases across grades. When collecting attendance data, discuss with the school director internal and external factors that influence drop-out of boys and girls. Furthermore, during the data collection, questions can be raised to achieve the following:
 - a) Determine whether the school director is conscious of the problems that exist in the school related to academic achievement and factors that influence high drop-out rates.
 - b) Learn about efforts that are being made to improve equity and quality of the education in the school to increase access, persistence and completion of the cycle and to improve academic achievement especially for girls and students who are marginalized.
- Note the fluctuation in age that appears in each grade. For example, in the first grade there are boys and girls enrolled between the ages of 5 and 8. This large difference in age could be an indication of a high rate of repetition, an open policy that accepts students at any age, and/or a series of problems related to marginalization because of a student being over-aged, of greater size, or greater maturity.
- Record information regarding the number of teachers by grade and by sex. If possible, identify the inclusion or exclusion of certain ages of students with either female or male teachers, (i.e. the youngest students being placed with female teachers because of their maternal instinct) or a supposedly difficult/higher grade with either male or female teachers (i.e. the more difficult grades are assigned to the men because they are "more intelligent").

2. Discussion with the school director: Use the questionnaire included in the actual instrument.

- Take into consideration: the themes for discussion mentioned above (1. Recording data, a. and b.) and the information recorded on enrollment, etc. Open a dialogue with the school administrator in order to investigate beyond the initial impression of the data and understand what the data is reflecting and verify whether the interpretation is valid.
- Note the responses to all of the questions on the questionnaire.

3. Direct observation of the school environment to detect factors that affect equity:
Take a walk around the entire school grounds and record observation data on the School Equity Profile. This information can be collected through direct observation and interviews. It is important to verify information gathered from interviews by actually observing classrooms as well. For example, a school director may encourage enrollment of older girls in grade level one who were held back from school, while the teacher may interact in a negative way with the over-age girls and discourage their attendance. Using Tool 3, the Classroom Observation Instrument, observe one or more classrooms and record teacher-pupil interactions to determine whether equitable levels of attention, participation and encouragement are being given to girls and boys.

Consider aspects that affect equity in the school:

- In some schools, the girls are accustomed to standing around the edges of the sports fields or playgrounds. The girls should receive equal opportunities as the boys to develop physically and emotionally through games and sports.
- Many girls are responsible for caring for their younger siblings. A school that provides day care or kindergarten that allows for the youngest siblings to attend school increases attendance and retaining girls in school.
- Many families cite one of the reasons for their children to drop-out is the lack of bathrooms or latrines that offer security for their daughters. If the school is interested in retaining girls, this can be better achieved by offering clean and private hygienic services.
- In some schools, only girls are assigned chores in the school. Girls who attend school should be treated as students there to learn themselves and not to further the learning of others. Occasionally, teachers give students classroom duties, which is acceptable as long as it doesn't take students away from valuable learning time. Girls and boys should be given equal opportunities to assume the same responsibilities when assigned by teachers or others in the school.
- Some girls and boys have to walk far distances to school and they arrive without having had food or water. In order to promote attendance and achievement of girls and boys, schools need to manage permanent school feeding programs.

For purposes of the observation of the school environment, utilize the questions below to help detect equity/inequity and also to use in interviews with school faculty or administrators.¹

What is the school environment like?

- Is it healthy and friendly for girls and boys?
- Does it reflect good models in regards to roles for girls and boys?
- Are there female and male teachers who serve as role models to be followed by boys and girls?
- Are equal opportunities for boys and girls promoted in order to develop leadership abilities? How?

¹ For more questions to help with the identification of issues, see the publication, *Education For All: Guidelines for Preparing Gender Responsive EFA Plans*, UNESCO Asia and Pacific Regional Bureau for Education, 2002.

How is the quality of teaching perceived?

- Is there a difference in the quality of teaching practices between female teachers and male teachers? In what way?
- What is the quality of the curriculum and the learning materials? Are they gender sensitive? Are they relevant to the experiences of the girls and boys in the schools?
- Is sex education given for boys and girls?
- Is there a counseling service offered in the school? How does it work? Are girls motivated to continue studying science or technical fields? Are they encouraged to study other professions besides the traditional ones? And for the boys, what fields are they encouraged to study?
- Are teachers prepared/trained to respond to the different learning strategies between boys and girls? Are there methodologies that are adequate to respond to the different needs?
- In what activities do only girls participate and in what activities do only boys participate?
- How are boys and girls evaluated? Is there gender discrimination in the evaluation completed by male or female teachers?

What is the school climate like in regards to security?

- Does the school construction provide security so that boys and girls can go freely?
- Does the classroom and school provide a safe environment free from harassment for girls and boys? If this is not the case, what are the problems that occur?
- Does the school provide water for drinking and also bathrooms separated for boys and girls?
- Are there places inside or outside the school where only boys go or only girls go? Why?
- Is there safe and economical transportation for girls and boys that live too far away? Or have safety measures been established to ensure safety along the path to school?
- In the school are there school feeding programs that provide snacks or lunches to allow for schooling for some students?
- Are codes of conduct developed in the classrooms, agreed upon and respected?

What is the gap between perceptions and reality?

After conducting the observation, discuss and analyze the findings with the school director to determine how the different factors influence equitable school environments. For example, one school realized that not having a fence affected girls' participation in the classroom because they were asked to leave class to chase away the goats. The tool can be adapted as well to include other factors that may influence equity in the school. In order to validate the information that has been discussed with the school director, it is good to compare the opinions of others at the school by interviewing teachers, parents, and students to understand their perceptions in relation to equity. The same questions mentioned above can be asked of teachers, parents and others to detect equity and inequity in the school. In addition, there are specific questions that can be asked of teachers, students and parents below.

For teachers:

- Where do you believe that the girls in your class will be in 5 years? In 10 years? Where do you believe the boys will be in 5 years? In 10 years?

Tool 1 - School Equity Profile

For students:

- How would your life change if you woke up and discovered that you were of the opposite sex?
- Who participates more in the classroom, boys or girls? Who is more assertive and speaks up more, girls or boys? Why?
- What do you want to do in the future? What will you have to do to achieve that?

For parents:

- How does the school director relate to and treat your daughter and/or son in school?
- How do the teachers treat your daughter and/or son in school?
- How do you wish that they treat your son and/or daughters in school?
- What are the problems that girls and boys face in school?
- What do you want for your son and/or daughter to become in the future?



School Equity Profile

School Equity Profile Instrument

Name of school:	Date of interview:
Urban/Rural:	Name of school director interviewed:

1. Collecting data: Use the matrix below to register the number of girls and boys, grade by grade, in order to perceive whether attendance remains the same, increases or decreases across the grade levels. When the matriculation data is obtained, the interviewer can discuss with the school director the internal and external factors that influence possible drop-out rates of girls and boys and other issues related to equity.

Grade Level	Students (Number)		Teachers (Number)		Age Range			
	Girls	Boys	Women	Men	Girls		Boys	
					From	To	From	To
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Grade 7								
Grade 8								
Grade 9								

Comments:

2. Questionnaire:

- 1) Are there any indications of school drop-out? (compare with the data obtained from school records)

- 2) What are the reasons why girls stop coming to school or why boys drop-out?

- 3) Does the school have any information about school-age girls or boys that live in the catchment area for the school and are not attending school?

- 4) Are there students who bring younger brothers or sisters to school? Is this permitted?

- 5) Are there any indications that lead you to believe that there is a correlation between the sex of a teacher and the decision on the part of parents to enroll their son or daughter? Why?

- 6) What type of assistance do overage boys and girls receive in the classroom? What are some of the problems encountered in these situations?

- 7) What measures have been taken by the school to achieve an increase in matriculation?

- 8) What does the school do to increase the rate of school persistence and to achieve 100% graduation for all girls and boys?

- 9) Do girls receive any type of support for their specific needs?

3. Direct observation of the school environment:

Conduct a tour around the school and collect information through dialogue and direct observation to answer the questions below related to quality and equity.

Climate of security in the school		
<p>Question: Does the construction of the school and the school grounds offer a secure environment for girls and boys?</p>	<p>Secure doors/windows: Yes/No: _____</p> <p>Fencing:</p> <ol style="list-style-type: none"> 1. Walls 2. Fence 3. Other 4. Nothing 	Comments:
<p>Question: Does the school have water and sewage service? Are the bathrooms separated for the boys and girls?</p>	<p>Latrines/bathrooms: Yes/No: _____ for boys _____ for girls</p> <p>Water near latrines: for boys _____ for girls</p> <p>Latrines have doors: for boys _____ for girls</p> <p>Latrines cleaned by: boys _____ girls _____ employee _____</p>	Comments:
<p>Question: Is there a problem of malnutrition in the school? Are there school feeding programs that donate snacks or lunch to the students?</p>	<p>Food:</p> <ol style="list-style-type: none"> 1. charge for food 2. free 3. not provided 	Comments:

Tool 1 - School Equity Profile

Detecting Equity/Inequity						
<p>Question: In what activities do only girls participate? And in what activities do only boys participate?</p>	<p>Recreation area/playground: Are boys and girls separated? Yes/No: _____</p> <p>Do the boys monopolize/dominate the playground? Yes/No: _____</p> <p>Agricultural gardens: Are there agricultural gardens? Yes/No: _____</p> <p>Who works in them? Boys Girls Both</p>				<p>Comments:</p>	
<p>Question: Do students perform chores in the school? Who does the various chores? (Indicate with an X in the boxes to the right.)</p>	<p>List of chores</p>	<p>Boys</p>	<p>Girls</p>	<p>Both</p>	<p>Other workers (specify who)</p>	<p>Comments:</p>
	Cut grass					
	Sweep classroom					
	Sweep school					
	Bring water, wood, etc.					
	Cook					
	Take messages					
	Other: specify					

EXAMPLE OF THE SCHOOL EQUITY PROFILE INSTRUMENT APPLIED IN PERU

The Country Coordinator of the Equity in the Classroom Project in Peru, Sheila Mogrovejo de Thissen, conducted results monitoring of the activities implemented by the participants following the series of EIC workshops. She interviewed 10 school directors in three cities (Piura, Cajamarca and San Martín) where the participants are replicating activities to promote gender equity in the classroom. The following is an analysis of the information collected using the School Equity Profile.

Enrollment for boys and girls

A sample of school level enrollment data is provided in the table below. There does not appear to be a significant difference between the number of boys and girls matriculated in each classroom. This fact is encouraging and confirms the information provided by the school directors who affirm that there are efforts to promote enrollment without restrictions based upon sex, age or available documentation.

In regards to the teachers, there are a greater number of female teachers in first grade classrooms and a greater number of male teachers in sixth grade classrooms. This information could be a reflection of the gender bias that exist in the teaching faculty: female teachers generally assume the lower grades because the students are younger and require activities such as games, songs and attention that is stereotypically considered maternal. However, in the higher grades the students are older and therefore require more discipline, firmness and knowledge therefore the male teachers are assigned to or choose these grades.

Grade level	Number of Students		Number of Teachers	
	Girls	Boys	Female	Male
1 st Grade	20	18	7	2
2 nd Grade	17	20	5	4
3 rd Grade	21	20	6	5
4 th Grade	19	16	4	3
5 th Grade	16	17	6	2
6 th Grade	15	15	3	5

Average age in each grade level

The average age at which boys and girls enter each grade is acceptable, however the age limit at which some students are enrolling at different grade levels is very high. There are boys and girls that enter first grade at age 11 and that enter sixth grade at age 18. This large age range for entering school at different grade levels reveals idiosyncrasies in families that give greater importance to work at home than to the rights of children. If the reason for late enrollment in school is due to work that must be done in the home or on the farm, the right to education is postponed because the benefits from working are tangible and immediate in comparison with education.

Factors that influence the drop-out rate

The explanations given by the school directors coincide with the diverse factors and challenges that affect persistence of girls and boys in school, they include:

Tool 1 - School Equity Profile

- Economic factors: limited resources of the families limit the ability for them to provide education for all of their children. They choose to allow some of their children to obtain an education while some of them have to work to contribute to the family livelihood.
- Health factors: there is a proliferation of contagious diseases, requiring students to miss school or stay at home to take care of sick family members.
- Security issues: in the higher grades, the girls tend to drop-out of school because they reach puberty and fear that they will be robbed or sexually harassed on their way to school.
- Family responsibilities: The girls go to school to accompany or take care of their younger brothers or sisters rather than to learn.
- Family: The decision regarding the children's education is usually made by the father as the mother does not have much decision-making power to help manage the education of her children. In many cases, girls' families also believe that when they reach puberty they are considered women and must assume domestic roles therefore they do not need to study anymore.
- Community: In many communities harvest time is a cooperative effort involving adults, young adults, and boys and girls. Everyone participates and they do not consider it a loss for the boys and girls who have to miss school for days or weeks.

Grade Level	Age of Girls		Age of Boys	
	From	To	From	To
1st Grade	5	11	5	11
2nd Grade	7	12	6	12
3rd Grade	8	14	8	12
4th Grade	9	16	9	18
5th Grade	9	16	9	17
6th Grade	11	16	10	18

Efforts made to increase access, attendance and completion of the school year

From the beginning of the school year, various efforts have been made to attract more boys and girls to enroll. The school directors expressed that it is not enough for them to achieve high enrollment rates for boys and girls; they are striving to increase students' persistence and performance levels from the beginning of the school year to the end.

Main efforts to increase access, attendance and good performance include the following:

- Meetings and discussions are held with parents/families so that they understand that everyone has the same rights and so that they promote equity in their homes;
- There is on-going training of teachers and formation of groups for peer learning;
- Teachers plan for learning activities in a timely manner and as a team;
- Democratic treatment and a relationship of trust between student and teacher is encouraged;
- Improvements are made to the school grounds/infrastructure;
- There are schools such as "Maria Parado de Bellido" in Matanza, Piura that have shown leadership on equity issues. Leaders from this school have trained teachers in five other schools and 21 more schools have been introduced to the issue of equity. By 2002, 81 more schools will have participated in training on gender equity. Through this training on equity, a network of schools is being developed that work to achieve equity.

Implementation of strategies in the classroom

All of the school directors have observed teachers in the classroom. Through the observations they were able to appreciate the application of a variety of strategies to promote equity through:

- Classroom mapping exercises;
- Problem/Solution matrices;
- Examining gender bias in language;
- Participatory learning and action methodology;
- Reflection-on-practice;
- Training on equal rights;
- Gender sensitive curricular design;
- Adequate organization of the classroom space;
- Initiative and participation of boys and girls;
- Interviews of fathers, mothers, girls, boys, and the school management.

Implementation of strategies in the school

The school directors confirmed that they have implemented a series of strategies to promote equity in their institutions such as:

- Equitable participation in the organization of working groups;
- Reflection-on-practice;
- Role plays that demonstrate factors that favor or limit equity;
- Discussions with parents.

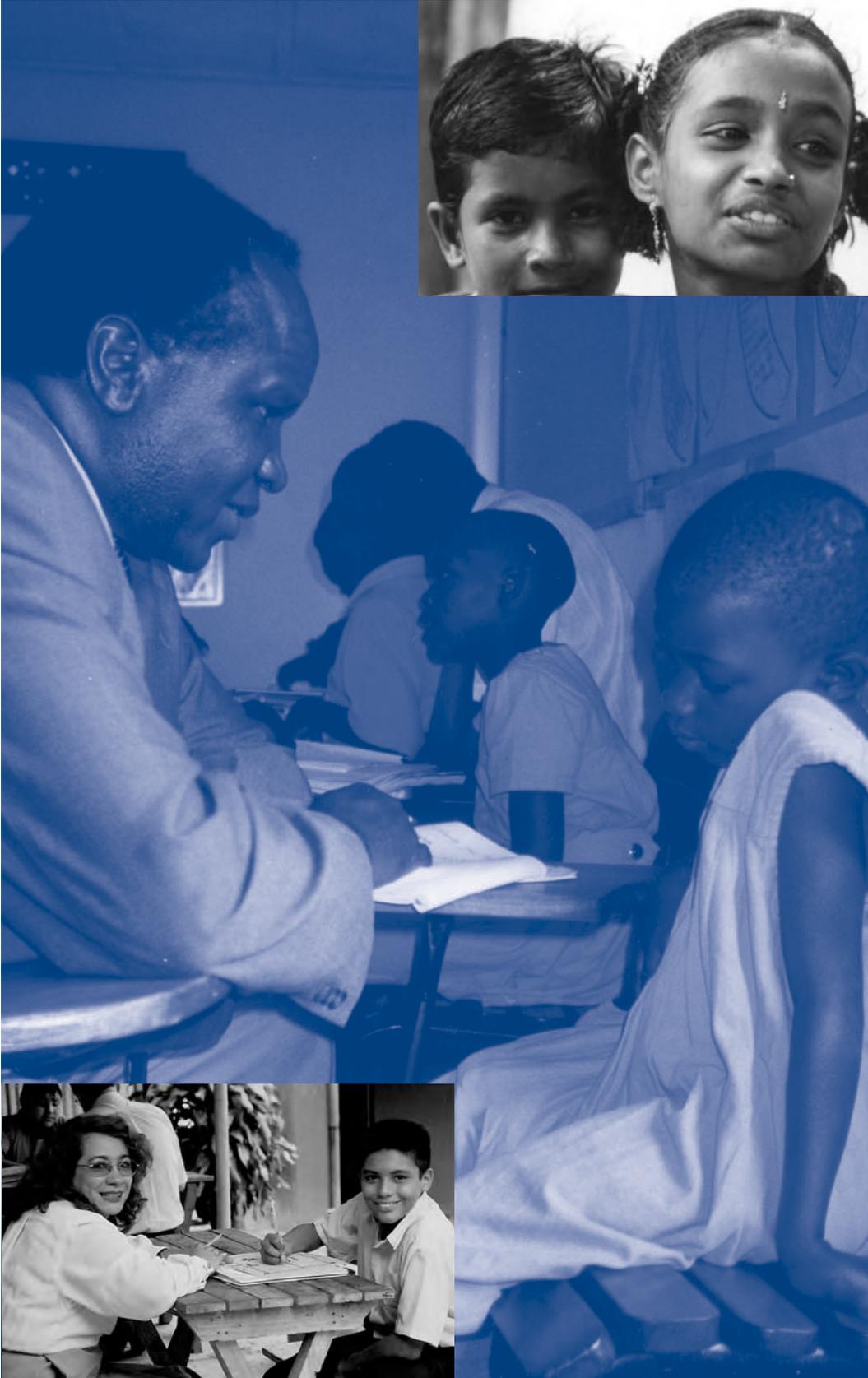
Important Changes in the School

The school directors mentioned that there have been important changes as a result of the implementation of the project. These achievements serve as a measure of the impact of the project:

- School drop-out and absenteeism has decreased for boys and girls.
- There is a greater commitment on the part of the parents.
- Girls exhibit greater enthusiasm and desire to participate.
- It is easier for boys and girls to enroll in school now that restrictions have been removed based on age limits or lack of required documents.
- Boys and girls have greater confidence in themselves and self-esteem has increased.

Tool 2

Child Profile



PURPOSE

Teaching from Understanding: Child Profiles Improve Practice

One way to improve educational quality and equity is to first better understand the needs of learners by gathering information about the lives of students inside and outside of school through the use of child profiles. If teachers and schools do not address the needs of children, then they cannot expect significant increases in learners' persistence in school and effective participation in society. A child profile is developed through interviews conducted between a teacher or administrator and a learner. The learners' parents can also be interviewed if possible. Questions are designed to help the observer understand how a child views his/her school experience and to discover what internal and external factors to the school encourage or inhibit the learning process. A collection of child profiles can help teachers and educational planners understand the multiple roles of children in domestic and economic activities, their health and well-being, cognitive competencies, family environments, and cultural backgrounds. They can help to gain insights into how to teach each child well.

In *Other People's Children*, Lisa Delpit addresses the problems of educating poor and culturally diverse children. She describes schools as institutions of isolation and declares that teachers cannot hope to understand who sits before them unless they connect with their students' families and communities and learn to value their experiences. "In order to teach you,¹" says Delpit. Teaching in this way requires an understanding of differences that may arise from culture, language, family, community, gender, and prior schooling. It also requires understanding children's different difficulties with learning and preferred approaches.

"Teachers need to be able to inquire sensitively and productively into children's experiences and their understandings of subject matter, so that they can interpret curriculum through their students' eyes and shape lessons to connect with what students know and how they learn well."² Linda Darling-Hammond.

What is often missing from discussions regarding the challenges of school improvement is the face of a real child. Child profiles can be used by education officials as a tool to gain in-depth knowledge of classroom issues based on the experience of learners. In addition, they can help policy makers to determine how education policies are translated into classroom practice and whether they are having the desired outcome. Informed, in-depth knowledge about even one child in a targeted community increases policy makers' and teachers' repertoire of solutions.

For teachers, child profiles can be a tool used as part of their monitoring system to measure how effectively their own strategies impact girls' and boys' participation and learning achievement. Ideally teachers maintain a record for each of their students that include academic and personal profiles regarding their students' academic progress, particular learning needs and strengths. The child profile can assist to further investigate the interests and needs of selected students who are at risk or disadvantaged. In classrooms where teachers have to manage large numbers of students, interviewing and tracking even a few children can help teachers to adapt their strategies to improve the learning and participation of these students. At the same time, this fosters learner-centered teaching practices that will benefit all students.

¹ *Other People's Children*, Lisa Delpit, 1995.

² *The Right to Learn*, Linda Darling-Hammond, 1997.

The EIC participants in South Africa explained that the child profile helps to make a shift away from emphasizing what teachers are doing in the classroom but more importantly focusing on what learners have learned. Based on their experience following the EIC workshop, participants who collected child profiles provided the following feedback.

A Child Profile is a tool that:

- helps teachers to recognize a child's problems and potential;
- guards against the marginalization of a child in the classroom;
- shows the diversity of learners in the classroom;
- promotes equity in the classroom and enhances the quality of education; and
- helps to change classrooms, plan programs, and monitor delivery and results.

DESIGN AND APPLICATION OF THE CHILD PROFILE INSTRUMENT

How to Collect Child Profiles and Conduct Interview

In order to effectively utilize child profiles as a tool for changing classrooms, planning programs, and monitoring teaching and learning, teachers and administrators should consider the following preparatory steps.

- Meet with colleagues to define the purpose and expected outcomes from the child profiles (school planning, teacher development, etc.).
- If it is possible to meet with the parents, form a list of questions for them on family make-up and education, health and well-being, level of civic involvement and use of community resources. Also formulate open-ended questions that give insight into the child's family life.
- Plan to make observations when feasible, such as how parents relate to children and each other.
- For monitoring purposes, standardize the reporting format before the interviews are conducted. A grid or chart might be useful for recording findings.
- For education officials, enlist the help of a head teacher to identify a student and to explain the purpose of the interview to the child's parents.
- Interview the parents first to address any fears they may have about your intent. Demonstrate respect and genuine interest, be aware of their time constraints, and plan ways to increase their comfort level during these interviews.
- Obtain parent permission to interview their child informally if possible outside of school while she/he is doing daily tasks, walking to school, etc. Parents will frequently answer for their child if they are present, so try to interview the child separately whenever possible.
- After completing interviews with the child and separately with their parents (if possible), and observations in the classroom, it is helpful to write an analytical summary from the information gathered. This will help to assess the characteristics of the child, the interests, and the problems she/he faces that present a challenge to their achievement in school.
- Compare child profiles among girls and boys, and from one region to another, to better understand equity and contextual issues.

Tips for Interviewing the Child

In order to have an effective interaction with a child that reveals critical information, teachers and administrators can benefit by considering the following tips:

- Build a two-way exchange between the adult and the learner. It is important to win the confidence of the child by allowing them to ask questions about the adult as well.
- Prepare in advance a fun activity with the learner to help break the ice (e.g. have her/him draw something about herself/himself that she/he can discuss with the interviewer).
- Show the child genuine interest and respect.
- Have open-ended questions in mind, but be ready to adapt your questions and follow the student's lead in the interview. Try to ensure that the child feels that she/he is telling her/his story rather than answering your questions. One effective method is to ask the child to draw (or write about) their activities throughout the day and have them describe this to you. Questions for the learner can be interjected during the storytelling.
- Combine interviews with classroom observations. During the interview, encourage the student to talk about your observations.

- If the interviewer is not the classroom teacher, plan to return and follow-up with the student at some future date to monitor changes. In addition, being interviewed by an adult is a self-esteem booster for children and makes that person a mentor in their eyes.
- Observe the student's level of classroom participation and teacher or peer interactions on several different occasions and monitor for change.

Questions to ask the learner and information that should be recorded

For the interview to be most effective, it is important that the questions asked of the learner are determined in advance by the administrators and teachers based on the objectives established for conducting the child profiles. If, for example, an entire school is going to collect child profiles, a planning meeting should be held to decide what questions to ask the learners for evaluation and monitoring purposes. It would be helpful to develop a purpose statement for the child profiles such as, "We are trying to understand the reason for the high drop-out rate of girls in this rural school." There are various categories under which questions can be generated such as personal data, family data, health, school (the teacher, the curriculum), home life, etc.

It is important before beginning to ask questions, that the interviewer establish an environment for effective and open dialogue with the student by preparing a fun game that serves as an ice-breaker. Below are a few sample questions that could be asked in a child interview:

Questions about school and future aspirations:

- Tell me about your teacher. What do you think makes a good teacher?
- What subjects do you like? Why do they interest you? What subjects do you like less? Why?
- Do you think girls and boys are treated the same in school? Why or why not?
- What do you want to do and be when you grow up? How will you achieve these goals?
- How many years do you hope to go to school?

Questions about home life for investigating factors that may influence participation, achievement, dropout, etc.:

- Tell me about your daily activities at home. What do you do when you first wake up until you go to school? What do you do when you arrive home from school until you go to bed?
- When do you work on school homework?
- When and what do you like to play?
- Tell me about your family and friends.

Opportunity for the child to ask questions of the adult:

- I've asked you many questions, is there a question you would like to ask me?

Following the interview with the learner during which the information is recorded, it is important for the interviewer to analyze the information and then write a short synopsis regarding the child's interests, needs, problems, etc. related to their learning in school (see example from Peru below). This analysis can contribute to the information collected in the child profile that can serve as a useful tool to help assess the learner's background and monitor their progress. Below is a summary of an EIC participant's reflection and analysis recorded following an interview held with a learner during a school visit.

"Gonzalo is a disadvantaged boy who at the age of 10 has to work to help his sick father and his aunt with whom he lives by selling fish in the market. He works during the morning and studies in the afternoon. Gonzalo likes school and feels accepted among his peers who also have to work outside of school. Many other students face the same conditions as Gonzalo as they come from low-income families and they have to work. Gonzalo wants to be a doctor and he feels that the only way to achieve his dream is to continue studying and working. Fortunately, Gonzalo is able to attend a school that has opened its doors to children who have to work. The school has created double-shifts so that girls and boys can attend school in the morning or in the afternoon when they are not working." Sonia Avila Rodriguez, EIC participant in Peru.

EIC participants trained teachers and administrators in the use of child profiles. As a result, questionnaires and child profile records have been developed based on the particular country context and they have been integrated into practice in schools. A child profile questionnaire and a child profile record are provided on the following pages as samples but are not meant to serve as a format that one must follow. It is more effective if the interview questions are determined by the administrators or teachers based on the objectives and purpose of the child profiles.



Child Profile

EXAMPLE OF THE CHILD PROFILE INSTRUMENT APPLIED IN EL SALVADOR

This questionnaire is a sample written by an *Equity in the Classroom* facilitator, Mercedes Rodriguez Burgos, in El Salvador. It has been used on school visits. The teacher trainers who participated in EIC training are using the child profile instrument as a strategy to promote learner-centered education and students in the teacher education programs are using the child profiles in the classrooms where they are doing their practice teaching.

The questions included below provide examples of the kind of information that can be obtained about the student to identify what motivates the student in school and other factors either inside or outside the school that can impede the child's learning and achievement. Many more questions could be added to it, for example to investigate the child's health but these are only a few examples. The questions should be adapted according to the maturity level of the learner. Sensitive issues that an interviewer wants to investigate such as sexual violence in schools can be inquired about once the interviewer has won the student's trust. It is best not to begin with sensitive questions but to first ask questions that will allow the learner to open up to the interviewer. The interview will go more smoothly when the questions are interwoven as the child tells his/her own story.

Child profile interview guide

1. Personal Data

- What is your name?
- Do you have a nickname that you like?
- How old are you? When is your birthday?
- Where do you live?
- What grade are you in?

2. Self-Perception

- Describe yourself. What are you like?
- What are your strengths and your weaknesses?
- Do you have a personal trait that you would like to change?
- What is it?
- What do you want to be or what do you want to do when you grow up?
- What are your greatest hopes and wishes?
- What do you need to do in order to achieve what you hope for?
- What are the emotions you feel most often on a daily basis? How do you usually feel?

3. Family Data

- Who do you live with?
- What is your father's name (or guardian's)?
- How would you describe your father (or guardian)?
- What is your mother's name (or guardian's)?
- How would you describe your mother (or guardian)?
- What do your father, mother, and/or guardian do?
- How many brothers and sisters do you have?

4. School Experience

- What is the name of your school?
- Do you have any difficulties that prevent you from attending school?
- Do you like going to school? Why or why not?

- What changes would you like to see in your school?
- Do you have friends at school? Who are they?
- How do you get along with your teacher?
- When you make a mistake or you don't understand something, does your teacher help you?
- What do you like doing best in your class and at school?
- Do you have any problems in your class?
- Are you satisfied with your achievements as a student? Why?
- What do you need to improve?

5. Experience at home or in the community

- What is it that you like best at home?
- Do you have any problems at home? What are they?
- Is there something you are afraid of at home or in your neighborhood?
- Do you have somebody to help you do your homework? Who is it?
- What are your responsibilities or chores at home?
- Do you have free time to play at home or in the neighborhood?
- Do you like living at home or in your community?
- Is there something you would like to change in your community?

Mercedes Rodriguez Burgos applied the interview guide presented above with some children at a school in El Salvador. The profiles of a boy and a girl have been selected and included below. The facilitator interviewed the teachers where the interviews were conducted and where the tool had been applied. Teachers shared their feedback on the use of the instrument once the profiles were completed.

Profile of a boy from El Salvador

Antonio is a child from El Salvador. He is almost twelve years old and goes to a public school located in Antiguo Cuscatlan. He is in sixth grade and describes himself as "a kind and understanding person." He acknowledges that one of his strengths is his ability to play soccer that he has been practicing since he was five years old. Antonio says he feels good about himself and does not think there is any personal trait that he would like to change.

As a grown up, he would like to be a professional soccer player because "they get a lot of money just for playing." One of his greatest wishes is that his father would go to the Evangelical church that the rest of the family belongs to. He also thinks that he needs to show more effort in order to achieve his goals; that is, practice more soccer and pray to God so that his father may accept going to church.

Antonio lives with his mother, father, and eighteen year-old brother with whom he gets along quite well despite the age difference. His father is an engineer and he describes him as a good person who helps them. His mother works in the store that has been set up in the same house in which they live. He describes his mother as an honest person.

As for his school, Antonio reveals that he likes it because "it is big and they teach him good things." He maintains that he has many friends and that he gets along well with his classmates. As to his wish to change something at school, he would like "to have the basketball court changed into a soccer field."

Regarding the relationship with his teachers, he states that he feels at ease with them and can ask questions when in doubt. He likes paying attention and participating in class. In general, he is satisfied with his achievements; however, he acknowledges that language arts are “hard for him.” He admits that he should work harder in that subject.

Among the responsibilities he has at home, he helps out at the store and cleans up. When he finishes his homework early, he has time to play soccer. But this does not occur everyday because he usually has a lot of homework. Antonio assures that he likes living at home and in his neighborhood and that there is nothing about them that causes him any concerns and everything appears all right.

Profile of a girl from El Salvador

Ana is a twelve year-old girl from El Salvador who is in seventh grade at a public school in Antigua Cuscatlan. She describes herself as somebody who is “happy, sometimes angry, and quite shy.” She identifies as one of her strengths her ability to get along well with most people. Some of the traits she would like to change about herself are to be less boring and shy. Ana would like to be a dentist or a “midwife”. She acknowledges that she needs to study and make efforts to achieve this goal. One of her greatest wishes is to “become an important person.”

Ana lives in a low-income community characterized by overcrowded living spaces and the lack of basic services. She lives at home with her mother, stepfather, grandmother, three aunts, her four-year-old brother, and eight year old sister. Her mother works in a small restaurant that sells “pupusas”, a Salvadoran food, and her stepfather works in a factory. Her grandmother and her two aunts work at home making tortillas. One of the problems that Ana acknowledges having at home is when the adults fight and do not talk to each other.

In the mornings, Ana is responsible for taking care of her younger siblings, which is why she attends school in the afternoons. She is responsible for preparing their food, making sure they do not hurt themselves, and that they do not go out in the street. Ana acknowledges that it is hard to get along well with her siblings; they do not all play games together. Besides taking care of her siblings, she is responsible for washing dishes, making the beds, cleaning, and doing some shopping.

As for her achievement at school, she says she is satisfied, although she admits she could “do better.” She maintains that some math concepts are difficult for her, so she needs to pay better attention in class. This is not always an easy task for her because she cannot concentrate due to the noise her classmates make. Regarding her relationship with her teachers, she points out that it is quite good. She feels she gets their support and they help her review subjects that she did not understand very well.

She likes her school because she has quite a few friends, both girls and boys. The school is big and she feels she is learning there. However, she would like to have space to play softball that is her favorite sport. She would also very much like for the toilets to be more hygienic. One of her aunts, the one who is unemployed, helps her with homework. Her mother cannot help her because she did not finish first grade herself.

Ana seldom goes out of her home. She assures that her mother doesn't like her playing outdoors because "there are many drug addicts in the alley where she lives." In spite of this, when her mother is at home, sometimes she goes out to play with a neighbor that is her same age.

The young girl assures that she likes living in her home and her neighborhood, though she wishes they would fix the wall in her house that was damaged during the last earthquake, and that they would install lighting in her neighborhood streets. Ana reveals that she often feels sad and disappointed which is why she remains silent for long periods of time. However, she doesn't quite manage to identify clearly what causes these feelings.

Some reflections made by a female and a male teacher regarding the Child Profile tool

Both teachers who were interviewed agreed that the tool "does work". They revealed, independently, that the information in the Child Profile is useful, especially in certain situations. Some of these are mentioned below:

- It is important to be aware of children's birthdays in order to celebrate each one of them on their special day. This means a great deal to them and it is a motivating factor because "in many instances, they are not even celebrated at home." Based on this information, some activities such as collective birthday celebrations may be organized, "even if it were only every three months."
- Data obtained through the category Self-Perception, offers the following benefits: by getting to know the children better, the relationship between teacher and student may be more sensitive and trustful. This, in essence, helps improve the learning process and minimize inappropriate behavior. Likewise, it helps establish better relationships between girls and boys which results in an improvement in teamwork allowing the integration of both sexes in work groups, mixing boys and girls who are considered "more active" with those who are quieter and hard workers.
- The information obtained about self-perception also allows one to observe changes in the children's behavior and their emotions over time. These changes may be indicators that something is happening when there is evidence of sudden or abrupt changes. By knowing this, teachers can look for ways to help them and reinforce their good qualities.
- The category Family Data provides explanations for certain behaviors that are inappropriate for boys and girls. For example, "when they fall asleep in class, or show aggressive and rebellious behavior." Likewise, Family Data provides indicators on how to treat students knowing that boys and girls "achieve better academically when they are treated well." It is evident that a nurturing attitude helps motivate boys and girls at school.
- This data offers the opportunity to gain awareness of the type of work that many boys and girls do outside school. The fact that they work has a direct relationship with the lack of motivation and interest in school because they do not perceive an immediate benefit from attending school compared to the money they earn working. Teachers may develop strategies in order to motivate them not to drop out from school. This data also helps explain the reason why so many students do not complete homework.

- The category Family Data together with Home and Community Experience offer inputs for developing activities with the Parents' Association ("Escuela de Padres") to address problems and concerns the students may be having inside or outside school. This provides an opportunity for parents to examine the type of relationship they have with their sons and daughters and to reveal their "weaknesses as fathers or mothers." Also, parents are interested in talking about their problems in the community or neighborhood.
- Another benefit is that this data promotes equal treatment towards boys and girls on the part of the parents, especially in the division of household chores. Usually girls are overloaded with responsibilities at home, but this situation is improving through the Parents' Association ("Escuela de Padres"), where they are made aware of the fact that "girls and boys are equal, and therefore should both be treated equally."
- The item Home or Community Experience offers information related to how children live, specifically in relation to space and "free" time outside of school. This data helps explain the some students' behavior at school. For example, when children are restless in class or they like playing a great deal, it is due to the fact that at home or in their neighborhood, they do not have the opportunity, time, or space to play.
- The category about School Experience favors student-teacher relationships, helping students build trust with their teacher that allows them the confidence to ask their teachers for help when needed.
- Being aware of the areas in which children would like to change their school allows teachers and others to identify certain fears or insecurities they may have due to the school environment. Girls, for instance, feel "insecurity and embarrassment" because the restrooms are located adjacent to the boy's restrooms. Given this proximity, the boys tease and bother the girls while using the restroom. Frequently, girls ask female teachers to accompany them to the restrooms. Knowing this kind of information allows teachers to take action to correct the situation.

EXAMPLE OF THE CHILD PROFILE INSTRUMENT APPLIED IN UGANDA

In Uganda, EIC participants who are principals at teacher training colleges developed formats for collecting information on child profiles for the schools with which they work. There was a wide variety in child profile formats. The most active schools in Luweero District, for example, keep a separate one-sheet profile on each child in the school, filed by class. Some schools use a detailed class profile format that is provided as the second example below. The child profile format below suggests regular observations of the learner in order to monitor possible problems and propose solutions.

Child Profile Information	
Name of School:	_____
Name:	_____ Age : _____ Sex : F <input type="checkbox"/> M <input type="checkbox"/> Current Class : _____
Admission No.:	_____ Year of Entry : _____ Class of Entry : _____
Tribe :	_____ Nationality : _____ Religion : _____
Father's Name :	_____ Father's Occupation : _____
Mother's Name :	_____ Mother's Occupation: _____
Are both parents alive? (YES/No):	_____ If no, Name of Guardian : _____
Location of home :	_____
Distance from home to school :	_____ Means of transport to school: _____
Name any disabilities :	_____
Name any learning problems :	_____
Recommended solutions to the above problems :	
(i)	_____
(ii)	_____
Teacher's observation of child in classroom :	_____
General observation of child in school :	_____
Performance in extra-curricula activities :	_____

Academic performance in end of term exams: Position per Term:

P1		P2		P3		P4		P5		P6		P7	
1 st													
2 nd		2 nd		2 nd		2 nd		2 nd		2 nd		2 nd	
3 rd		3 rd		3 rd		3 rd		3 rd		3 rd		3 rd	

Best Subject: _____ Poorest Subject _____

Recommended solution to improve poorest subject: _____

Other areas of interest: _____

Performance on Continuous Assessment: per term

P1	P2	P3	P4	P5	P6	P7
1 st						
2 nd						
3 rd						

Relationship with other pupils: _____

Relationship with teachers: _____

Continuous observation of the child:

Date	Solution

Class Teacher

Principal

Tool 3

Classroom Observation



PURPOSE

Traditionally, classroom observations have been used for inspection to judge teachers; however, a new way of using classroom observations is to help teachers reflect on their own practice in order to foster improved teaching and learning. Structured classroom observations can also help teachers identify effective teaching strategies to promote equitable participation and to address the diverse needs of all the learners. Classroom observations performed by supervisors, school directors and teachers themselves should form part of a collective study about teaching and learning practices and social problems that inhibit the participation and achievement of all children. Classroom observations can also be used to collect baseline data for monitoring the impact of teacher training and curriculum reform on the classroom environment. In summary, classroom observations can be used to: 1) revitalize teacher development; 2) improve persistence of girls and traditionally underserved children; 3) assess the impact of policy reform in the classroom; and 4) gather data essential for improving school equity.

One strategy for improving classroom equity is to help teachers explore how their beliefs about girls' and boys' abilities and roles impact their expectations that may result in differential treatment towards learners. Evidence from research indicates that many teachers who claim a belief that all children can learn and have the right to learn, do not reflect it in the way they teach. Furthermore, they do not realize that their perceptions about children impact how children see themselves and their own potential. Teachers must develop skills to observe the impact of their beliefs and practice on student achievement and to change practice based on new awareness and knowledge. Classroom practices that result in repetition and dropout undermine the potential of education for development. Structured classroom observations can be used to help teachers learn from their practice, identify strategies to promote equitable participation (e.g. effective facilitation and questioning techniques), and develop innovative solutions to problems they face in the classroom.

Researchers in the United States have conducted extensive studies to look at the problem of gender bias inside classrooms - in the curriculum and teaching practices – and how this impacts outcomes for girls and boys. The educators and researchers, David and Myra Sadker, who have conducted thousands of hours of classroom observation, discovered the persistence of sexist lessons even in experienced teachers' classrooms. In their book, *Failing at Fairness*, they assert that girls are shortchanged by the education they receive due to gender bias. Their observations reveal sexism in classrooms that much of the time is unintentional gender bias, and the teachers and students are unaware of the influence it has. The following is an excerpt from Chapter 1, "Hidden Lessons":

"Each time a girl opens a book and reads a womanless history, she learns she is worth less. Each time the teacher passes over a girl to elicit the ideas and opinions of boys, that girl is conditioned to be silent and to defer. As teachers use their expertise to question, praise and probe, clarify, and correct boys, they help these male students sharpen ideas, refine their thinking, gain their voice, and achieve more. When female students are offered the leftovers of teacher time and attention, morsels of amorphous feedback, they achieve less.

Then girls and women learn to speak softly or not at all; to submerge honest feelings, withhold opinions, and defer to boys; to avoid math and science as male domains; to value neatness and quiet more than assertiveness and creativity; to emphasize appearance and hide intelligence. Through this curriculum in sexism they are turned into educational spectators instead of players; but education is not a spectator sport.

Like a thief in school, sexist lessons subvert education, twisting it into a system of socialization that robs potential. Consider this record of silent loss: In the early grades girls are ahead of or equal to boys on almost every standardized measure of achievement and psychological well-being. By the time they graduate from high school or college, they have fallen back. Girls enter school ahead but leave behind.¹

The classroom observation instrument can be used not only to assess whether teacher interactions and feedback are equitable for boys and girls but also to examine whether teaching practices are equitable for language minority students, children with special needs, and minority students based on race, ethnicity, etc. Equitable education that promotes quality education addresses more than just gender equity issues in the classroom because it fosters effective teaching practices that are learner-centered and focus on the needs of a diverse student population.

Who can use the classroom observation instruments?

The EIC instruments offer an opportunity for teacher trainers/mentors to work cooperatively with educators in a reflective process that engages them in problem-solving and devising new strategies and teaching practices that encourage learner participation and greater success in the classroom. They can also be used by head teachers, school directors, and education managers to assess the quality of the teaching and learning process. However, it is important that the observations conducted and the feedback given by trainers/mentors to teachers is conducted in a non-threatening manner. A collaborative peer observation model with teachers engages them in a process of continuous reflection rather than a traditional supervisory/ observation model in which an administrator observes a lesson once or twice a year that often times doesn't lead to improved practice. Teachers can use these observation tools themselves by forming teams or support groups in which they observe each other and then meet to reflect on their practice in a way that allows them to develop professionally and to feel comfortable with change.

In summary, the purpose of the instrument is to:

- 1) record information that permits the observer to:
 - register the frequency and type of interactions between the teacher and the student;
 - detect the movement of the teacher in the classroom;
 - perceive if the classroom dynamics fosters learning.

- 2) help achieve equity in the classroom by ensuring that:
 - equal attention is provided to girls and boys;
 - the potential of girls and other marginalized students is developed;
 - new attitudes are fostered that combat school drop-out;
 - skills are developed that promote learning.

¹ Sadker, David and Myra. "Hidden Lessons." P 13 in Failing at Fairness: How Our Schools Cheat Girls. Scribner, 1994.

These instruments facilitate the collection of practical information that allows one to:

- detect important classroom issues that often times occur unnoticed, in a silent manner, or quickly;
- discover who has the leading role in the classroom;
- understand and question the teacher's classroom practice;
- perceive patterns in relations according to gender, ethnicity, regions, etc.
- assess the role of the teacher and whether he/she follows a traditional model versus a learner-centered, constructivist approach;
- determine if the strategies are focused on what the student learns or on what is being taught (i.e. if the teacher achieves what they are supposed to cover in the curriculum);
- note the level and quality of the questions asked by the teacher and whether these foster the development of critical and higher order thinking;
- observe the amount of respect and consideration for the opinions of the students;
- observe the emotional climate: if the teacher has constructed a climate of cordiality and confidence;
- note if the placement/movement of the teacher favors all the learners, boys and girls;
- note the frequency and quality of the feedback given to the students;
- determine if the feedback given stimulates positive self-esteem and learning.

Whether the observer is a mentor, director, or another teacher, the focus of the discussion that follows a classroom observation is one of mutual problem solving and investigation. The tools are not used to judge teachers, but to explore how to make schooling a better place for girls and other traditionally underserved children. Consider the following four steps:

- 1) Observers will describe what they've seen and invite the teacher's commentary;
- 2) Observers who find something to admire or praise will say so directly;
- 3) Observers who have suggestions to make will help teachers to act on them by providing demonstrations or by joint planning; and
- 4) Teachers, mentors, directors, etc. who observe will request feedback on their observation practices.

These strategies help move the concept of classroom observations from an intrusive and threatening act to one that is open and collaborative, and from a teacher focus to a learner focus. The objective is to use classroom observations to identify practices that will make learning more successful for every child in the class. The transition from formal observations by supervisors to consultative interviews with teachers or peer observations represents a shift in school power relations and a new avenue for supporting ongoing teacher development that is grounded in the reality of classrooms and teacher leadership.

DESIGN AND APPLICATION OF THE CLASSROOM OBSERVATION INSTRUMENT**PART A CLASSROOM MAPPING**

Classroom mapping: what does it consist of?

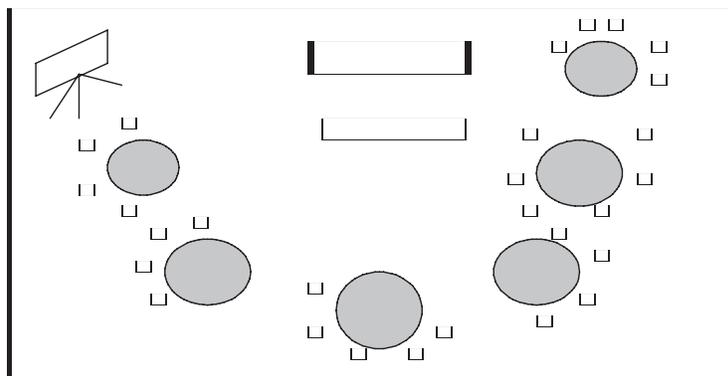
- Creating a map of a classroom, indicating the physical characteristics of the classroom that contribute to or create obstacles for learning (i.e. seating arrangements, access to ventilation and light, proximity to learning materials, and movement in the classroom).
- Indicating also the physical location of the teacher and learners and the use of the space.

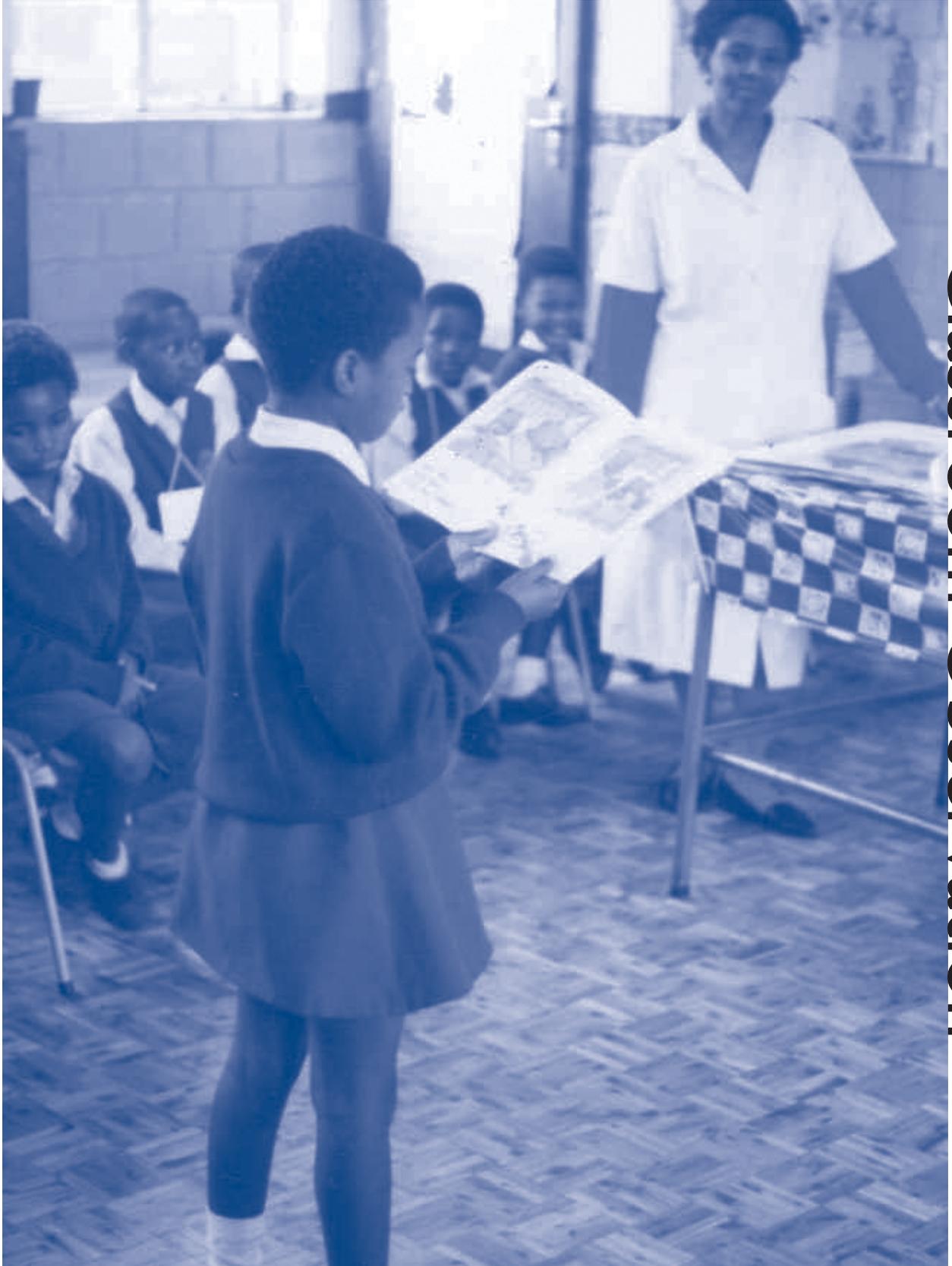
The classroom mapping tool can be used to determine equitable distribution of space, attention, and participation among female and male students. For example, in a small school on the banks of a river, boys in all five classes were seated along the window area in front of the teacher's desk, while girls' desks were placed along a windowless wall. The boys in this school received more light and air, as well as more teacher focus. Tracking teacher movement showed that the teacher walked along the boys' rows more than the girls and faced the boys' rows even when standing in front of the girls' side of the classroom. In these classrooms, boys and girls were not receiving an equitable education and the map provided quantifiable evidence.

Making a map is easy. Sit in the back of the room. Draw a map that shows the layout of the classroom and where the students are seated in this space. Create a legend for the map to explain what you have recorded. Use symbols to show where every girl and boy is sitting. Use question marks or asterisks to show interactions such as questions, feedback, etc. Use dotted lines to track teacher movement. You may want to distinguish ethnic minorities or children who are older than others in the class to see if they have less preferred seating and if they have fewer positive interactions with the teacher than other children. Does the teacher repeatedly interact with one child more than others? Observers can develop additional symbols for things they particularly want to note and compare from class to class.

After observing a complete lesson or possibly part of a lesson and completing the mapping, the observer should analyze the map. This allows one to draw quantitative and qualitative conclusions about the teaching and learning. The observer can tally how many times a question was asked to a boy versus a girl and whether or not students are receiving equal attention and given equal opportunity to participate.

Draw a map first of the physical layout of the classroom including desks, chalkboard, etc. See example below. Labels and codes are added during the observation.





Classroom Observation

CLASSROOM OBSERVATION: CLASSROOM MAPPING INSTRUMENT

The objective of both methods of classroom observation using mapping and recording teacher/student interactions is to observe the teacher/student interactions and whether equitable levels of attention, participation, and encouragement are being given to girls and boys. The recommended amount of time for the classroom observations is a minimum of 30 minutes.

School Name: _____ Department: _____ District: _____

Teacher's Name: _____ Male: ___ Female: ___ Class level: _____ Duration of observation _____

Task I: Draw a map to show location of students and movement of teacher and exchanges.

(Use the white space at the bottom to draw the classroom map and record the interactions.) You can observe a complete lesson and continue to record interactions or this can be done within a limited time period for example spending only 30 minutes to observe and record.

<p>Mapping legend: Describe the codes that will be used for the classroom mapping.</p>	<p>Example of coding: The following codes may be useful and others can be added depending on what the observer wants to monitor (i.e. not only boys versus girls, but also could indicate race, language minority student, learner with disability, etc.):</p> <p>G/B Girl/boy ????? Teacher asks question</p> <p>G Girl/Boy asks question (put a box around the letter "G")</p> <p>----- Teacher movement in the classroom → → Student movement in the classroom (i.e. pupil demonstrates in front of the classroom) >> Interaction between students (group work) +/- Teacher encourages/scolds student * Whole class response (choral response)</p>
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Task II. Summarize the interactions observed.

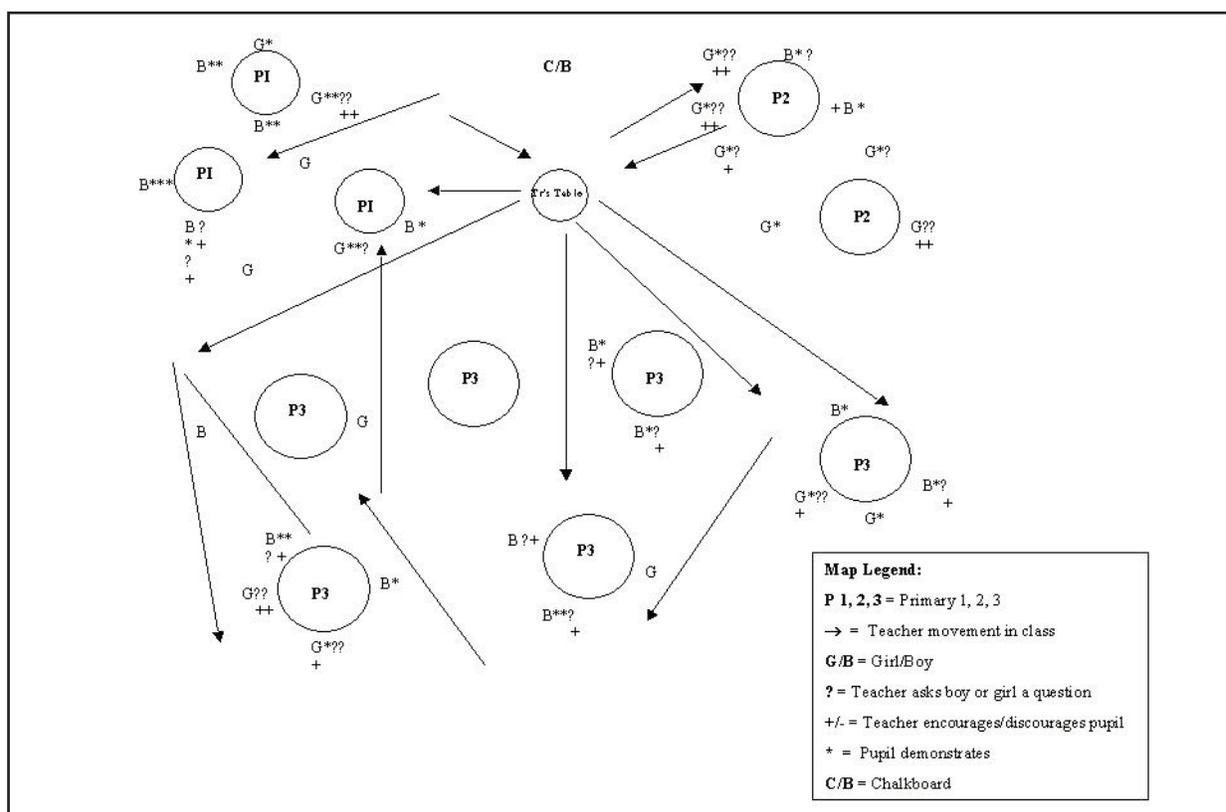
(e.g. out of the total number of girls in the classroom, how many times the teacher called on the girls and whether or not the feedback was positive, negative; out of the total number of boys in the classroom, how many times the teacher called on the boys and whether or not the feedback was positive, negative, etc.)

EXAMPLE OF THE CLASSROOM MAPPING INSTRUMENT APPLIED IN UGANDA

In countries where EIC has been implemented, teacher supervisors and educators in some cases are already familiar with the strategy of classroom mapping. In Peru, the EIC workshop facilitators said that this type of mapping strategy has been used with upper grade primary students who recorded observations of their own teachers' interactions. In South Africa, teachers who were introduced to the instruments for the first time eagerly utilized them to conduct peer observations and provide feedback to each other. These observations can raise awareness about student participation levels and discriminatory teaching practices.

In Uganda, teacher supervisors/mentors called Coordinating Center Tutors (CCTs), were trained in the use of the EIC classroom mapping instrument. They have incorporated this strategy into their daily practices in which they provide continuous monitoring, feedback, and support to teachers in a cluster of schools. During the results monitoring of the EIC Project in Uganda, best practices were collected from CCTs and teachers, who as a result of EIC training, are implementing strategies to promote equitable teaching and learning. Below is an example of a classroom mapping that was completed by a CCT during an observation in a multi-grade classroom in the Kalangala District. From this sketch of a classroom lesson, the observer can assess that there is active participation in this classroom because the teacher is asking questions and providing encouragement to the majority of the learners. Since the number of girls and boys is fairly even (17 girls/16 boys), it appears that the teacher is encouraging greater girls' participation because 17 questions were asked to girls compared to 9 questions directed at boys. The teacher is giving encouragement to all the pupils that he/she interacts with rather than discouragement.

Classroom Mapping Sample: Teacher/Student Interaction in a Multi-Grade Classroom



DESIGN AND APPLICATION OF THE CLASSROOM OBSERVATION INSTRUMENT
PART B TEACHER/LEARNER CLASSROOM INTERACTIONS

The teacher/learner classroom interactions tool helps to answer the question if teachers interact differently with boys and girls by quantifying interactions and measuring the type of responses. The instrument will help to determine whether all students receive the same kind of questioning, wait time and feedback from their teachers. As a teacher, one way to promote classroom equity is to master the skill of equitable facilitation. Different types of questioning and feedback either encourage or discourage participation and learning. It is important to note that facilitation techniques that encourage higher order thinking and student initiated questioning may be encouraged at a policy level, while not supported by local beliefs about what good teaching and classrooms look like. Fundamental beliefs must be examined in order to change teacher practice to improve equity. The teacher/learner classroom interactions tool provides a focus for discussion about these issues.

The tool can be used before or after the classroom mapping is completed; it is recommended not to use these two instruments simultaneously. Use the instrument to track a dozen or more interactions in the classroom. The exchanges may not necessarily be sequential because the observer may not have time to complete recording all of the information in the matrix for the first interaction before the teacher or pupil has initiated the next exchange. Analysis is required on the part of the observer to assess what level of question is being asked and what dynamics are occurring and therefore this may require a little more time.

Using the tool, the observer will answer the following questions and record the following information.

1. *Who initiates the exchange and what level of questioning is being asked?*

- Record who initiates the exchange whether it is the teacher, a girl or boy;
- Record whether the question asked of the learner is at the level of knowledge, analysis or evaluation. Analysis is required on the part of the observer therefore see the explanation below on how to categorize levels of questions.

Level of questioning of learners influences higher order thinking and participation

Teachers ask three types of questions to students – knowledge level, analysis level, and evaluation level. Students who are asked higher-level questions receive a better education.

The following three types of questions (Bloom's Taxonomy) should be used in every discussion with an emphasis on analysis and evaluation. These types of questions are indicated on the teacher/student interactions tool under the column "level of question."

1) *Knowledge Level Questions*

- Require students to recall facts
- Provide a common ground to prepare for higher level questions
- Brainstorming is an example of a technique that might require recall
- Key words – "who, what, when, where, how?" "Describe..." "In your own words, tell..."

Example: "Name the parts of a plant."

(*Should be classified as a low level question on the observation instrument)

2) *Analysis Level Questions*

- Relate ideas, compare pros and cons, explore assumptions, and promote logical thinking
- Key words – “Compare...” “Place in categories” “Outline” “Combine two ideas for a new whole.”

Example: “Compare this plant with that plant”

(* Indicated/classified as a high level question on the observation instrument)

3) *Evaluation Level Questions*

- Require students to move beyond the facts and analysis to develop their own judgments
- Require students to think and defend ideas based on facts, not emotions
- Key words – “What solutions would you suggest?” “Do you agree?” “What do you think about...?” “What do you think is the most important?”

Example: “Which of the three plants is better adapted for a hot, dry climate?”

(* Indicated/classified as a high level question on the observation instrument)

2. *Who responds to the question being asked?*

- Record whether a boy or girl responds; a small group of students, the whole class (choral response); the teacher (to a question initiated by a learner); or mark no response.

3. *What type of feedback is given by the teacher?*

- Record whether the feedback is positive (emphasizes form or substance or is enabling), negative (judgmental), or neutral. Analysis is required by the observer to be able to determine the type of feedback therefore see the insert below that describes how to classify feedback.

Feedback To Promote Learning, Self-esteem and Participation

The feedback educators give to learners' work and responses in class affects their learning, positive self-esteem and participation in class. Some kinds of teacher feedback help students to learn and think. Other kinds of feedback cause children to be fearful and disengaged. Learners who receive feedback that enables them to learn from their mistakes and feedback related to the substance of their work are receiving a better education. Educators who give no response or negative feedback that is personal or judgmental are in effect giving children a lesser education.

Classroom ethnography research in the United States and Africa (Sadker, 1997; D. Prouty and H. Sey, 1998) documents a disparity in the kind of feedback teachers give boys compared to girls. Teachers can devise a system using seeds or small pebbles to verify the kinds of feedback they are giving to boys and girls. They can also ask a peer to watch them teach and tally the different types of feedback they give to girls and boys.

Categories of feedback are classified as follows on the teacher/pupil exchanges tool:

- 1) No feedback (neutral)
- 2) Judgmental (negative feedback)- “You haven't done your homework again, you'd be better off in the market.”
- 3) Emphasizes form (positive feedback)- “Your handwriting is nice.” “Good work!”

- 4) Emphasizes substance (positive feedback)- "You listed several animals that no one else thought of." "You solved that math problem in an unusual way."
- 5) Enabling (positive feedback)- "I see one animal in your list that doesn't fit, see if you can find it." "Look carefully at your first paragraph and find the sentence that is not a complete sentence."

4. *What are the classroom dynamics like and do they create an enabling environment for learning?*

- Define and record the classroom dynamic that is reflected in the quality of the exchanges between the teacher and learner (i.e. if the teacher relates to the learner's experiences and knowledge, if the teacher requires the learner to reflect and go further in depth to provide an answer). Analysis is required by the observer to assess whether the teacher is effective in creating an enabling environment for learning. A teacher must be a good facilitator in order to teach effectively. The observer should consider the following effective facilitation techniques.

Teacher Facilitation Technique:

A gender-sensitive teacher calls on girls and boys equally, asks the same levels of questions to boys and girls, and gives enabling feedback to both boys and girl. An excellent facilitator uses the following techniques that should be monitored for when conducting classroom observations:

1) *Questioning*

- Provokes thinking and engagement.
- Uses open-ended questions.
- Uses higher level questions that require thinking or reasoning.
- Uses follow-up questions, "Tell me more."
- Monitors the number and types of questions she/he is asking girls and boys, minorities, and those students perceived as more capable.
- Encourages students to ask their own questions.
- Finds out how many students agree or disagree with a point and asks them to defend their opinion.
- When a student doesn't answer, asks a simpler question, yes/no type, select from a choice, repeats the question, waits longer, or provides a cue to keep all students participating.

2) *Wait Time*

- Waits 3-5 seconds before calling on a student. 10-20 seconds are needed to answer higher-order questions.
- Knows that wait time results in more thoughtful responses.
- Knows that wait time encourages participation by more children.
- Knows that wait time surprises children and engages the entire class more than when teachers habitually acknowledge those who raise their hands quickly.

3) *Encouragement*

- Uses positive body language with all students.
- Creates safe environment for sharing ideas.
- Offers non-judgmental remarks.
- Uses the same responses for boys and girls.

4) *Paraphrasing and Summarizing*

- Reflects back and restates what the student says.
- Shows students that the teacher is really listening.
- Brings out clarity.
- Is useful in resolving conflicts or issues.
- Pulls information and facts together.
- Models how to organize information.
- Is a critical component of a good lesson.

Observations made that could not be recorded on the instrument can be commented on using the reverse side of the paper or in a separate notebook. After completing the observations, it is important to analyze and summarize the findings. It is helpful when first learning how to use the instrument to conduct observations in pairs in order to compare and discuss findings with another person. After analyzing the findings, if the observer is a teacher mentor/trainer, he/she should find an appropriate time to sit with the teacher and share their observations remembering that the feedback should promote collaborative problem solving rather than fault finding.



Classroom Observation

EXAMPLE OF THE TEACHER/LEARNER CLASSROOM INTERACTION INSTRUMENT APPLIED IN EL SALVADOR

This example was drawn from the baseline data study published by Alberto Barillas at FEPADE in El Salvador. (See Bibliography) The goal of this study is to develop an approximate diagnosis of gender equity in classroom practice in public schools. The ten schools that participated were selected among 34 schools proposed by the teacher trainers/pedagogy advisors that participated in the EIC workshops. Certain criteria were taken into account in the selection of these 10 schools: the location by region (urban or rural); identification of practices related to gender equity (positive or negative); and recommendations from the Department of Professional Development of the Ministry of Education.

The work was performed through interviews of the school directors from the selected schools followed by classroom observations. The procedure consisted in the following:

- Across the ten schools, grades one, three, six, and nine were selected for observation.
- In each school, a random selection was made of one section (in cases where there was more than one section in a grade level.)

From that section, one class session was observed. Then, one teacher was interviewed, and finally, two girls and two boys were chosen to be interviewed through a random selection.

The study mainly focuses on classroom instructional practices. This emphasis is based on the knowledge that the classroom is an environment in which communication and/or cultural interaction is developed and where discriminatory or negative social relations can be perpetuated or new ones developed.

Teacher practices were carefully analyzed through classroom observations and interviews with teachers in charge of the classes. The results of both efforts are shown below. In order to determine the participation level and evaluate the interaction between teachers and students, the researchers used many instruments, including the Classroom Observation Instrument. The findings below are an excerpt from the study and the conclusions and recommendations are not complete. (See the study for more detail.)

Findings

Asking questions in class

In general, the teachers ask most of the questions, which require a very low cognitive level of thinking from the students (yes/no answers, regurgitation of information, choral responses). Some questions are even answered by the teachers themselves.

During class, the number of questions asked by boys in comparison to girls is 3 to 1, a favorable relation for boys. Girls ask better questions of teachers, although these questions tend not to challenge the teachers. Usually, they are inquiries about procedures or directions related to homework assignments or practice exercises they need to do.

Asking questions in class is one of the most important topics related to the analysis of instructional practice. Therefore, teachers were observed and their opinion solicited regarding who asks the most challenging questions in class, teachers or students, girls or boys.

From the classroom observations conducted, (at least 40) it was revealed that between 1 and 71 questions were asked mainly by the teacher. Only about three of the questions required an average cognitive level from students. Boys asked between 1 and 19 questions (only one question required an average cognitive level on the part of the teacher). Girls asked between 1 and 6 questions that were all low cognitive level.

Categories of questions asked in the classroom include:

- (High cognitive level) Questions that stimulate some kind of reflection on what is learned: "What is a reading text? What is your opinion about what I read to you?" "What are your thoughts about it?" Given the context, these questions require thinking and the answers may be varied and do not need "to be exact". With these types of questions, there is the possibility for students to build a hypothesis, and establish associations between previous and new knowledge. Also, there is the possibility to imagine, and even make mistakes occasionally.
- (Average cognitive level) Questions that have an assessment or evaluation purpose: "Who remembers what we learned yesterday?" "Could you tell me what you recall from the presentation I have just made?" These are questions that aim at determining if the students can regurgitate and recall what the teacher has previously explained.
- (Low cognitive level) Questions that serve as "vehicles" in class: "Did you understand?" "Can we go on?" Such questions have the purpose of simply obtaining "permission" from the students to continue teaching.

There were very few instances in which the first category of questions was asked and when posed, they generated limited responses on behalf of the students (both oral and content wise). It would seem that students are conditioned to a certain type of questioning followed by a limited response, that is short in its oral presentation and requiring a minimum intellectual effort. The proof is that each time a question requires higher order thinking and a richer oral construction, students simply give any answer (fast, simple, short).

Teacher: "What is a reading text?"

Student: "It means to read something."

Answer given by a boy in sixth grade.

The majority of questions asked by teachers require a minimum level of thinking skills (questions that ask for choral responses, are inserted abruptly, lead to just one type of answer which is already insinuated within the question, etc.). As a result, students are not given the opportunity to learn how to think or generate personal opinions or queries.

According to fourteen teachers interviewed, they noted that the majority of questions are asked by girls during class. Thirteen teachers stated that boys asked more questions and eleven stated that they saw no difference as to which gender asks more questions. According to the observations in class conducted by the researchers, an average of 3 to 1 more boys than girls asked questions.

When queried who asks better questions in class, girls or boys, the answer varied as follows:

- 13 of the teachers said "girls"
- 9 of the teachers said "boys"
- 16 of the teachers saw no difference (both girls and boys equally).

In fact, girls ask fewer questions in class. According to observations, girls formulated the most relevant questions regarding class content, thus requiring a higher cognitive level. However, many of the questions girls ask are regarding directions about performing a task or exercise either in class or outside class.

Invitations or name-calling to participate in class according to gender

It was important to inquire about a variable that may reveal conscious or unconscious preferences on behalf of teachers. This variable deals with teacher invitations to students to participate by calling a particular name or making a specific reference. For example: "Let's see, Gustavo....." "Luis, please, what would you say about?"

During class time, the teacher asked questions and mentioned a particular name. Out of a total of 15 classes, in 13 of them only names of boys were mentioned. In the 15 classes, the invitations made to boys occurred 3 to 17 times. In the girls' case, they occurred from 1 to 12 times. The 15 cases are shown in the table below:

Invitations or name-calling to participate in class according to gender

Classes	Number of occasions boys are mentioned	Number of occasions girls are mentioned
1	17	1
2	6	2
3	6	2
4	6	12
5	4	0
6	5	3
7	3	1
8	4	1
9	4	1
10	6	2
11	6	2
12	3	1
13	0	5
14	7	2
15	11	6
Total	88	41

As it can be noted in the table above, there is a relation of approximately two to one (almost double), meaning that more boys than girls are called to participate in class. It is possible that teachers call more often on boys for disciplinary reasons. By mentioning their names, teachers make sure that they remain attentive, thus avoiding disruptive or unruly behavior. Along these same lines, since girls are traditionally "quieter" and "more responsible", they do not need to be called on as often.

This data could serve as evidence that boys require more attention and time in class on the part of the teacher. However, the teachers' decisions to engage boys more often than girls seems to occur at a subconscious level.

What is happening in the classroom? Has equity been achieved?

The data collected through the modest baseline study helps to identify certain tensions that con-

stitute the backbone of gender equity practices in schools and classrooms.

Teaching practices seem to be the main obstacle to equity in the classroom. This approach analyzes the traditional forms of teaching and the various limitations identified in the interactions between teacher and students.

Classrooms show a division of tasks in which teachers perform all the main activities: those that are intellectually engaging, that require higher cognitive levels, and more effort. That is, the students are not required to perform activities that require higher order thinking skills. Supposedly, students are the center of instructional activities and are the subjects of learning, but the teaching practices place students at a real disadvantage and do not allow access to the learning process mentioned above.

In such classrooms, students do not ask questions. It would seem that they have no cognitive interests and their oral participation is limited individually; students are content with giving choral answers of low intellectual level. Following this mode of instruction, learning outcomes are limited, mechanic, and repetitive. As a result, there is hardly any chance to reach a level of reflection, critical thinking, and creative processes.

In these type of classrooms, children participate but on very unequal grounds. One of the most important differences is reflected by the fact that girls ask questions about procedures and very seldom about content related activities. On the other hand, teachers invite and call directly on boys to participate more often than girls. Finally, boys get more attention because they tend to cause more discipline problems.

Conclusions

The structure of the teaching and learning process seems to be the main obstacle to establishing equity in the classroom. In this case, both boys and girls were excluded from the opportunity to get a superior education because they could not participate in experiences that develop higher cognition and intellect. This occurs in a subtle way, and usually is not perceived by teachers, students, parents, or school directors.

Recommendations

It is important to encourage research on this subject in order to disseminate results widely, particularly among the school community. This information should be shared not only with Ministry of Education technical staff and university academics, but also with the school faculty and students' families. The dissemination of findings should not be limited for technical purposes, but should aim at developing and promoting critical reflection on gender practices in the classrooms and in schools. Those responsible for the development and dissemination of such information should aim to introduce this issue in community meetings. It will be difficult to achieve concrete results to improve equity in the classrooms in the short-term without the involvement of all possible sectors that may contribute to the discussions and actions including families and community members.

Tool 4

Textbook Analysis of Equity



PURPOSE

The “Textbook Analysis of Equity Instrument” is one of a series of tools that aim at fostering actions taken by the school community to reduce the gender gap in access, persistence, participation, and achievement. Such gaps generate and perpetuate limited opportunities in education, future employment, and participation in society.

Educators have identified stereotypes in textbooks and curricular materials that limit children's dreams and visions. If new options and alternatives are not provided, the limiting stereotypes will become the only standards by which students will judge themselves and be judged by others. Given this situation, and facing the challenge of diversity, it is imperative to use teaching materials that include both men and women and provide for equal opportunities. Likewise, it is important that education materials reflect cultural diversity and the historical changes in gender roles. This will enable female students to feel more secure and self-confident about their own intellectual capacities, decision-making ability, and their academic potential. This will also allow male students to develop life skills and capacities that are traditionally characteristics of females that will foster healthier families and communities.

Through the application of this tool, information is gathered that allows one to determine if:

- Girls are taught to abandon passive and subordinate roles so that they may have a better life;
- High expectations for achievement and personal growth are evident, preparing girls and boys to aim for better employment in the future;
- Role models are offered that reflect new social roles for women so that girls may follow them;
- Holistic personal development is encouraged considering that all good qualities enrich both boys and girls equally;
- The stereotype reinforcing the image of girls not doing well in math, science and technology is invalidated;
- Gender biases in language and printed materials are present, causing negative images of girls;
- The materials analyzed intentionally include the notion of gender equity.

Utilizing such an instrument and implementing certain activities can achieve equity in schools by:

- Being aware of gender biases that are not obvious at first sight but are present in school textbooks;
- Emphasizing ongoing reflection and research in order to discover in instructional materials all elements of inequity that deter girls from looking for better opportunities and from demanding their rights to be respected;
- Adding to existing instructional materials and/or inserting in new materials aspects that show the advances made to end the pervasive discrimination against women;
- Including equity as part of the educational process since progress made in gender equity is reflected in the improvement of quality in education and of quality of life;
- Eliminating attitudes that legitimize men's power and the organization and distribution of daily life routines that are questionable in terms of equity.

DESIGN AND APPLICATION OF THE INSTRUMENT

The instrument “Textbook Analysis of Equity Instrument” is a tool that requires the revision and analysis of curricular materials – textbooks, instructional guides, etc. – in order to detect aspects that may hinder gender equity. The tool may be used by curriculum developers, publishers, principals, individual teachers, and groups of teachers interested in improving equity and quality in education. Through its application, the instrument provides quantitative and qualitative data that reveals gender biases that limit personal growth and affect the quality of life.

How the tool is designed (See actual instrument on subsequent page)

1. Data

On the instrument there is a space to record the title of the material, the type of material being analyzed (if it is a textbook, workbook, teachers’ guide, other), class and grade level. Note the gender equity approach of the author(s) (for example, if the author had the intention to include gender equity, or if this issue was not considered, etc.).

2. Analysis

First gather quantitative data. For example: How many pages were reviewed? How many girls or women were shown? How many boys or men were shown? (This data provides evidence of equity/inequity or priority depending on the leading role). Then register the qualitative analysis. Determine from the text or images from the selected pages what is the family role or type of relationship of the people described. Express it in one key phrase (for example: “mother and homemaker”, “father and breadwinner”). Describe also key activities (for example: mother serving; all men are explaining/talking). There are six categories to be analyzed and described that are explained in the article by David Harding on the following pages.

How to apply the tool

The materials evaluators first need to gather textbooks of different levels and various content areas. Evaluators may work in pairs in order to discuss what they identify as gender biases or lack of diversity in the materials and reach a common understanding or agreement.

1. Reflections on the article by David Harding

David Harding wrote the article “*Guidelines for Analyzing, Adapting, and Writing Curriculum Materials for Gender-fairness.*” It serves as ad hoc material of the EIC Project and it is a pre-requisite to understand and use the evaluation tool. The article is included in this section of the toolkit on subsequent pages.

2. Description of the material to be evaluated

Fill-in the blank spaces with the information required:

- What is the title of the material being analyzed? What is the subject area?
- What type of material is it? That is: textbook, workbook, or didactic material.
- What grade level does it correspond to?
- Did the authors intentionally include gender issues?

3. Quantitative Analysis

- There are three columns. In the first one, write down the number of pages that have been reviewed from the text. For example: from page 8 to page 48. It is best to review some 10-30 pages, either continuous or throughout the text, to get a better assessment (i.e. an entire unit of a textbook).
- In the second column, write the total number of women and girls that are portrayed in the revised pages.
- In the third column, write the total number of men and boys portrayed in the pages of the reviewed text. If there is a significant difference in the quantity of men or women, this could indicate inequity by means of prioritizing and according leading roles to one sex while ignoring the other, thus promoting women's invisibility.

4. Qualitative Analysis

- Observe that the first column represents the six themes outlined by David Harding as well as the six topics of the questionnaire.
- Analyze the education material selected using the same questions in the questionnaire.
- Review the first theme "Roles and Family Relationships". Then, reach a conclusion, that is, explain what type of role or family relationship can be inferred from the text and images.
- Summarize in one key phrase the type of role or family relationship reflected in the material. In the second column, "Girls and Women", describe the activity: "mother/caretaker", or "women serving" if this were the case.
- In the third column, "Men and Boys", describe what you see in the education material: "always the boss", "provider", if this were the case.
- Take into account David Harding's second theme "Professional Activity". Then, continue with the analysis and reflection using the suggestions in the questionnaire as a help.
- Next, summarize the content of the text being evaluated; propose a key phrase that expresses what the material conveys. Continue the same way, until the six themes are completed.
- If time is scarce, the group may subdivide and each subgroup may consider different themes. Finally, everybody shares his or her results.

The article, *"Guidelines for Analyzing, Adapting, and Writing Curriculum Materials for Gender-fairness"* included below, was contributed by David Harding¹ that describes six relevant themes for the analysis of gender equity in curricular materials.

The principles of producing gender-fair materials

The following criteria for gender-fair materials have been suggested:

- They must acknowledge and affirm variation – that is, that women are not all the same.
- They must be inclusive – that is, they need to be about both women and men, as well as about people from different ethnic groups.
- They must be accurate.
- They must be affirmative – that is, they must stress the dignity and worth of all people.

¹ Harding David, Education Specialist at the World Bank Institute.

- They must be representative – that is, they must present a balanced perspective
- They must be integrated – that is, they must weave together the experiences and the lives of both men and women.

These principles are applied to the following categories that are described below. These categories are used on the *EIC* Instrument, Textbook Analysis of Equity.

1. Family roles and relationships
2. Professional activity
3. Role models
4. Personal characteristics
5. Cognitive ability and achievement
6. Stereotyping language

1. *Family roles and relationships:* Many textbooks and materials depict the woman or girl as the homemaker, implying that women are wives and full-time mothers. A balanced perspective would imply that women be portrayed as men should be portrayed – as working in a variety of occupations as well as looking after the home and children. Men should be seen as also caring, sensitive nurturing parents and as homemakers/caregivers. The image of women and girls having a “maternal instinct” should be offset by showing them also as independent career women and also as men as nurturing and caring in the home.
2. *Professional activity:* In textbooks women are most often shown in subordinate roles or as homemakers and teachers. This is not an accurate reflection of the importance of women’s roles in their country’s economy. Women and men should be shown in modern and traditional roles. For example, women can be shown as professors and principals instead of as teachers and as lawyers and judges instead of as social workers. Women can be seen to be working in science and technology and in other male dominated modern fields, showing that they are able to succeed in prestigious and well-remunerated jobs as well as in roles of leadership and social responsibility. As much as possible it should be projected that traditional and modern roles are compatible by showing women and men combining modern work roles with traditional ones such as caring for the children, caring for the home, observing religious customs/traditions, etc.
3. *Role models:* Women’s and men’s roles are changing throughout the world in response to changes in and restructuring of economic, political and family institutions. The changes in gender roles are not usually addressed in most curricula and girls and boys need to explore changes in these roles. The presentation of diverse role models is essential in all teaching aids including textbooks not only for students to identify people like themselves, but also to see people unlike themselves. Pictures of men and women of various class, ethnic and national backgrounds and fulfilling roles different from traditional stereotypes, will expand the students’ horizons and prepare them for future change and possibilities. The advantages of including role models for girls has been widely recognized and materials should include references and examples of girls and women from the community and beyond who can expand the traditional gender roles.

4. *Personal characteristics:* Gender equity does not mean that traditional masculine attitudes, values, behavior, or interests are better. Establishing a gender identity should include a chance to explore fully the whole range of feminine behavior. A wider range of choices should be provided for everyone including boys and girls. Boys need to be provided with opportunities to be nurturing and sensitive. Boys need to be praised for being sensitive, nurturing, good listeners, good helpers and other behaviors typically valued for girls. Girls and women therefore should be portrayed in textbooks as showing a range of personal characteristics. They should be depicted as independent, active, strong, courageous and competent. They should be portrayed as people able to solve problems, think logically and make decisions. Similarly, men should be portrayed with the full range of characteristics that include being quiet, passive, fearful and indecisive, in the same way that women can be shown as tough, assertive, and incisive.
5. *Cognitive ability and achievement:* Reading and other learning materials often include stereotypes reinforcing the image of girls not doing well at math and science. Girl students often perform lower and have lower levels of interest in these subject areas because of the negative socializing influence that labels math and sciences as male fields and force girls to turn their interests elsewhere. Textbooks reinforce this socialization by portraying boys with mechanical objects, constructing things, designing and solving things whereas girls are portrayed as impractical, confused, and more concerned with child care and activities in the home (e.g. playing with doll houses, cooking, sewing, etc.). In order to give a balanced perspective in learning materials, girls need to be shown as taking an interest in mathematics, mechanical objects, sports and technology. Boys need to be shown taking an interest in art, music, cooking, sewing and child care as well.
6. *Stereotyping language:* Stereotypes limit dreams and alternatives for girls as well as boys. One way to counter stereotyping is to depict positive role models through the curriculum that can serve to offer an alternative way of thinking. Negative stereotyping is most apparent in the curriculum in the subject areas of math and science. As mentioned previously, girl students at upper primary and lower secondary levels are forced out of the math and sciences due to the negative socializing influence that labels math and sciences as male fields. Math and science are a “critical filter” through which girls must pass in order to have access to many of the more prestigious and higher paying careers. It is important that negative stereotyping is not perpetuated through the curriculum. In addition, the use of pronouns such as “he” or gender specific words such as “policeman” that are used as general references should be written so as to be inclusive of females. A sentence that refers to a teacher could be written as “he/she” so that in our use of language we do not perpetuate stereotypes of roles for men and women.

Questionnaire

Analyze selected curricular materials using the following questions for each theme.

1. *Family Roles and Relationships*
 - Are women portrayed as mothers, wives, or caretakers? Are they also portrayed as independent, free thinkers, leaders, or heads of family?
 - Are men portrayed as authorities, bosses, or superior in rank? Are they also shown as nurturing caregivers of their children, or taking care of the family?

- Do you believe that the illustrations lead girls to abandon their passive and subordinate roles and to project themselves having a better quality of life?

2. *Professional Activity*

- In the text being analyzed, who are the people that are better-paid professionals?
- What are women's contributions to the country's economy? What are men's?
- Which is the difference between being a female teacher and a female principal, a female nurse and a female doctor, a female social worker and a female judge?
- Are women portrayed as successful scientists and researchers in technology?
- Is professional and economic leadership attributed equally to both men and women?
- Is there gender equity in the performance of domestic roles and professional roles?
- Do you think that the instructional material fosters high expectations and professional achievement for girls and boys?

3. *Role Models*

- Do the illustrations shown in the text include life models for girls that should be imitated?
- Are there examples of women who stand out in the community or in the world?
- Are there attractive and different roles depicted, other than the stereotyped ones?
- Can children discover current diversity in nationalities, ethnic groups, and social classes?
- Do you think this material can promote awareness of people's diversity and of the variety of roles that exist?
- Do you think it opens up new horizons and possibilities for girls by encouraging them to try new roles?

4. *Personal Characteristics of Each Gender*

- The personal characteristics of boys, are they better than girls' characteristics?
- Can it be perceived through the text that girls are praised for being independent, active, strong, courageous, and competent?
- Are girls portrayed as being capable of solving problems, think logically, and make decisions?
- Is there the possibility for boys to have the right to feel scared, undecided, or sad?
- Do the illustrations show that boys are acknowledged when they express sensitivity, nurturing attitudes, and capacity to listen and help?
- Do you think the material contributes to growth of all qualities of both women and men?
- Is it clear that equity does not mean that in the case of women, their attitudes, values, and interests have to be similar or the exact copy of men's?

5. *Cognitive Ability and Achievement*

- Do the illustrations show girls who are successful in math and science?
- Do you see girls solving problems, using microscopes, manipulating mechanical objects, building, designing, and solving scientific problems? Or, are there only images of girls sewing, cooking, and watching activities being performed by boys?
- In comparison, do we find boys being interested in music, in visual or culinary arts?
- Do you think the material helps invalidate the stereotype that girls are weak in math, science, and technology?

6. *Stereotyping Language*

(In other languages such as Spanish or French that use masculine and feminine word forms, the masculine form is frequently used for both males and females. For example, "padres de familia" means parents but since it uses the word "padres" it gives importance to the fathers and not the mothers. It could be stated instead "padres y madres de familia" to be more inclusive and recognize the contribution of mothers and fathers.)

- Does the language used omit the feminine subject? Is the masculine form preferred by using the term "man" when referring to a woman, "boys" when referring to girls as well?
- Is the feminine form omitted when using the term "fathers" when referring to mothers as well, or "sons" when referring to daughters as well?
- Are nouns specifically used when referring to each gender, as in female doctor and male doctor?
- Do you think there are gender biases in language that cause a negative correlation of mental images in girls?

Textbook Analysis of Equity



Textbook Analysis of Equity Instrument

Textbook / Subject: _____

Textbook / Level: _____

QUANTITATIVE ANALYSIS		
Section	Number of Girls or Women	Number of Boys or Men
Pages _____ to _____		

QUALITATIVE ANALYSIS		
Representation	Girls or Women Key Word(s) Describing Activity	Boys or Men Key Word(s) Describing Activity
Family role and relationship		
Professional activity		
Role Models		
Personal characteristics		
Cognitive ability and achievement		
Stereotyping language		

EXAMPLE OF THE INSTRUMENT APPLIED IN EL SALVADOR

Textbook / Subject: Rights of the child and adolescents, module in civic education and human rights N 7. ED-UCA and IIDH

Textbook / Level: Middle School

QUANTITATIVE ANALYSIS		
Section	Number of Girls or Women	Number of Boys or Men
Pages 34 to 38	5	7

QUALITATIVE ANALYSIS		
Representation	Girls or Women Key Word(s) Describing Activity	Boys or Men Key Word(s) Describing Activity
Family role and relationship	<i>Housewife/caretaker</i>	<i>Provider/ Breadwinner</i>
Professional activity	<i>Invisibility</i>	<i>Leader</i>
Role Models	<i>Traditional</i>	<i>Traditional</i>
Personal characteristics	<i>Passive</i>	<i>Active</i>
Cognitive ability and achievement	<i>Invisibility</i>	<i>Traditional</i>
Stereotyping language	<i>Invisibility</i>	<i>Visible</i>

In El Salvador, a participant in the EIC training, Ana Maria Nafria, who develops education materials for the Ministry of Education and for the Central American University in San Salvador, applied the instrument to analyze materials produced by the University on human rights for children that are used by educators in middle schools. She also used the instrument to inform her own practice in the development of new curricular materials. Below is the analysis she completed.

1. Description of Material

- Title of material: "What is the International Convention on Children's Rights?"
- Number of pages: 34-39 (Note: ideally a greater number of pages should have been reviewed)
- Type of material: didactic/teaching material

2. Analysis

The document was analyzed through the application of the EIC Textbook Analysis of Equity Instrument. The analysis of the document's illustrations is presented below, followed by the study of the text's linguistic content. At the end, there is a summary of the conclusions.

Analysis of the Illustrations

The pages analyzed contain three illustrations in which appear eleven people. Of these people, seven are men (one man, two boys, and four adolescents), and four are women (one woman, one girl, and two adolescents). These numbers represent a certain priority in portraying males. However, what calls one's attention is the following:



In the first picture, a woman is portrayed. She is a mother who is breast-feeding her baby while she watches over her other son. This depicts the stereotype of women in their role as mothers and caretakers of their children. In addition, this picture portrays a woman who appears to be of a lower status than the man in the next picture.



In the second picture, we see a father with his son and daughter leaving school. Here, the father represents the figure that takes care of tasks outside the home (bring children to school, look over their education, etc.). The man is depicted as an active person and appears to have better education than the woman in the previous illustration.



The third picture represents a group of students in a rally. It alludes to the rights of youth to think and act freely. In the group, only the front row of adolescents is well defined: three males and two females. But, in front of them, there is one young man who seems to be the leader of this protest. Consequently, the picture shows twice as many young men (4) than young women (2) and clearly depicts male prominence and leadership.

In conclusion, the pictures reflect stereotypes that need to be eliminated, since they maintain female adolescents in the background (both in number and in attitudes) compared to the male adolescents. The adult woman is portrayed as passive, dedicated to childcare. There is no sign of equity in the performance of domestic roles.

Analysis of Language Used

In order to analyze if there is gender equity in the language used in the text, that is, what is expressed through words not images, what was taken into account is stereotyping language. The assumption was that given the topic and content of the text (specifically the rights of children) that logically there would appear very little or no mention of professional activities, personal characteristics of each gender, or the various cognitive capacities of children. However, it was surprising to verify that in a text about children's rights so much stereotyping language would be used. That is, there were enough elements that could be assessed as sexist language despite efforts made by the publishing team to avoid it. The following was observed:

Out of 41 Articles that deal with the rights of children, in all of those using nouns and adjectives to designate people of one gender or another, only masculine forms of articles, nouns, pronouns and adjectives are employed when speaking in general terms. Below, the Articles are listed by number, following the sequential order in which they appear. (The examples follow grammatical rules in Spanish that do not translate into English, so the intended meaning is in parenthesis.)

- Article 25: "if the boy is..." (use of "el niño"/boy to imply child)
- Article 9: "separated from his fathers" (use of "los padres"/fathers to imply parents)
- Article 10: "both fathers" (use of "padres"/fathers to imply parents)
- Article 18: "both fathers" (use of "padres"/fathers to imply parents)
- Article 30: "for those boys that" (use of "los niños"/boys to imply children)
- Article 3: "the boy's interest may be..." (use of "el niño"/boy to imply child)
- Article 20: "the boy/girl" (only the masculine article was used "el")
- Article 35: "the sale of boys" (use of "los niños"/boys to imply children)
- Article 12: "matters that affect him" (masculine not feminine as well, "her")

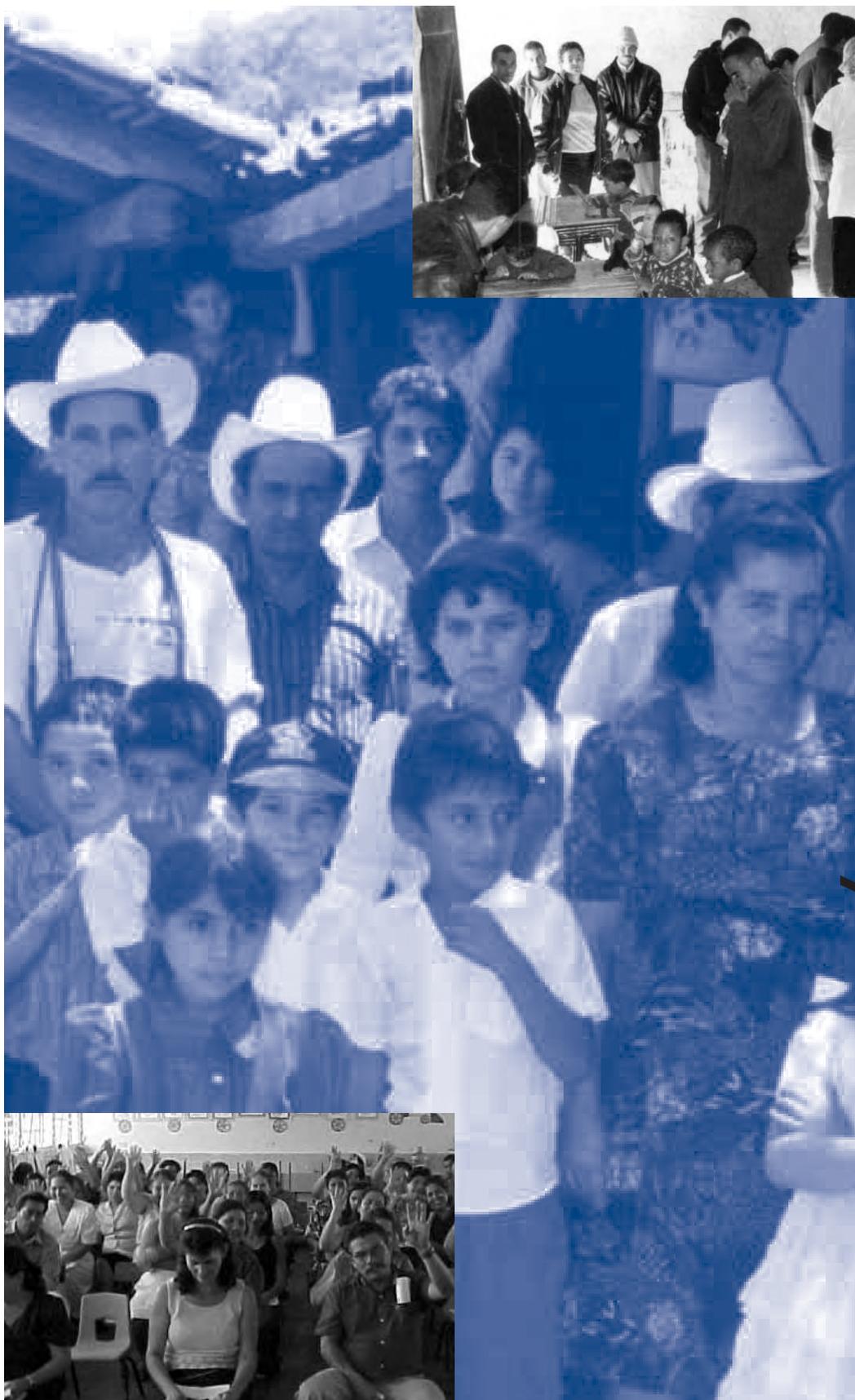
In the rest of the articles, it is evident that an effort is made to avoid sexist language by using the form "niño/a" (boy/girl), but they forget to do likewise with the articles (feminine and masculine) that precede the noun: "el niño/a" and "los niños/as". The correct form would be: "el/la niño/a"; "los/las niños/as", or using parenthesis as in "los(as) niños(as)". (In English, inclusive language would utilize boy/girl and he/she.)

In summary, in at least 12 cases, only names in the masculine form appear when making reference to both genders; only once was girls ("las niñas") and childhood ("la niñez") properly mentioned. All other references to people (in 22 cases) use the masculine article ("el, los" he/they) and have added the endings of feminine forms (/a, /as) to the noun ("el niño/a, el maestro/a", etc.).

Based on the findings above, corrections should be made not only in the articles used when referring to children's rights, but also in the rest of the text. The purpose is to avoid the use of words that refer only to males when speaking in general terms. An effort should be made to make language more inclusive.

Tool 5

School and Family Interaction



PURPOSE

The family is the foundation for learning and socialization that contributes to students' integral development. School and family collaboration is needed for both groups in order to jointly and more effectively face difficulties encountered in the learning process of students. In cooperation, they can more effectively respond to:

- Multiple factors that lead to academic failure;
- Everyday situations of aggression and lack of motivation;
- Obstacles to implementing participatory methodologies and innovative pedagogy; and
- Financial needs to ensure basic resources.

Education reforms in many countries recognize the importance of family participation in education that is a factor linked to quality in the teaching and learning process. Research in education stresses the importance of family participation in education that fosters academic achievement and helps to develop values that support the integral development of students.

Schools and families are interdependent institutions that rely on each other as sources of influence, models for development, and places and spaces of constructive interactions. It is important to develop a harmonious relationship between the two, in order to generate a school environment and cultural climate that positively influences children's interpersonal relationships, promotes a high degree of security, and develops critical thinking skills. In order to improve quality in education, it is essential that the school and families foster the transfer of values, competencies, and knowledge that will in turn educate children to become successful members of society.

The School and Family Interaction instrument aims to help identify factors related to quality and equity in education influenced by the family or school that may have a negative impact on the students. The objective is to obtain the opinion of the parents in regards to their expectations of education for their sons and daughters and to learn whether in their opinion there are differences in the education and treatment their daughters receive in comparison to their sons. The result of such an interview by school managers could be to improve relations between the family and the school by responding to the interests expressed by the parents. In summary, the objectives include the following:

1. *Collect data that reflects the reality of family and school interrelations.* This can be achieved by:
 - Recording aspects of family participation;
 - Identifying what type and level of participation the school fosters for families;
 - Understanding family perceptions regarding participation in the school; and
 - Understanding the family's demands of the school.

2. *Achieve equity and quality in schools by:*
- Sensitizing school faculty so that families may be able to participate more in the school and have significant influence over the quality of the education;
 - Identifying the levels of participation the school fosters;
 - Sensitizing the school staff to encourage family participation in support of new educational paradigms and innovative pedagogy;
 - Promoting knowledge about the family life of students so that academic learning is relevant, contextual, and meaningful; and
 - Responding to the diverse needs of families in order to ensure equity.

DESIGN AND APPLICATION OF THE SCHOOL AND FAMILY INTERACTION

The School and Family Interaction instrument is a practical instrument for recording and analyzing data related to parents' or guardians' perceptions on equity and quality in education and their level of participation in the education and development of their children. This tool can be used by researchers, teachers, school directors, instructional advisors, and parent delegates to analyze factors that affect family participation and the participation of girls and boys in the learning process. It provides information that can foster understanding and cooperation between these two important institutions with the aim to improve the quality and equity of education. The instrument is essentially an interview guide with questions that help to reflect upon the role, participation, communication, and interactions between the school, families, and the students. Hopefully by implementing this tool, it will foster more dialogue between the school and the family to strengthen the participation of parents/guardians in the learning process of their children. Likewise, the tool can motivate change and outcomes that are mutually beneficial and more importantly that enhance the quality and equity of teaching and learning.

1. What does this instrument involve?

- It contains twenty statements that parents can agree or disagree with and four open-ended questions.
- The statements must be marked with an "X" under the columns titled "Yes" or "No". Under the column "Why", the reasons for each answer should be noted when provided.
- The statements and questions inquire about types of perceptions and knowledge families have about their own participation in school affairs, their role in the education of their children, and about the school experience for their sons and daughters. The statements inquire about:
 - 1) teachers' attitudes towards students;
 - 2) awareness of school regulations and treatment of students; parent participation in the planning and implementation of school instructional activities; and
 - 3) the role of girls and women, boys and men in society.
- The open-ended questions inquire about problems the family believes their children have at school and the expectations they have regarding their children's future.

2. How to apply the tool

- Read and reflect on the questionnaire in order to become familiar with its content to better guide the interview. As the interview/dialogue takes place, some additional comments may arise that address questions here or other related issues. Be clear on the objectives of the interview in order to better direct questions, keep the conversation on track, and be able to probe deeper in order to get the best results.
- The interview guide provides sample questions, however the interviewer should decide what other relevant questions or statements should be included in order to elicit perceptions and knowledge about particular issues facing a school that affect the quality and equity of education.
- Be clear on how to record answers. The format provides three columns: "Yes", "No" and "Why" so that answers can be recorded easily or further comments written. Tabulate the number of positive responses and the number of negative responses for each question to see what the majority thinks.

Tool 5 - School and Family Interaction

- Understand the way questions are framed. Elicit information about previous experiences (i.e. allow them to tell their stories) and promote equal participation in order to facilitate responses.
- Interview mothers and fathers and establish a rapport by demonstrating an attitude of respect. Solicit their answers and value each contribution.
- The result of this dialogue is to determine based on new knowledge what actions should be taken in order to improve the learning environment according to the needs of families and students. In addition, this dialogue can foster interest and ideas on ways for parents and families to become involved in school activities and contribute to improving the quality and equity of education.

(This tool was not designed by the CAII team. The need to sensitize families and parents to equity issues was emphasized by the trainees especially in Morocco, Peru and El Salvador. This tool was contributed by one of the facilitators, Ketty Erazo from El Salvador, who designed it for the training conducted there. It was translated from Spanish.)



School and Family Interaction

School and Family Interview Guide

#	CRITERIA	YES	NO	WHY
1.	Attend when invited to meetings to be informed about child's academic progress			
2.	Get involved in activities required by the school			
3.	Give same amount of freedom and support to daughters compared to sons			
4.	Mothers are in charge of children's education			
5.	Teachers value family's opinion/input in order to understand the students' behavior			
6.	The school solicits and uses family's suggestions when planning the education program			
7.	Teachers foster communication, dialogue and conversation among students			
8.	It is observed that teachers favor certain students			
9.	Teachers take into account students' limitations and responsibilities in the home			
10.	The school educates girls to become leaders in society			
11.	School prepares students to choose non-traditional careers			
12.	Actions are taken in case of sexual harassment towards girls and boys			
13.	Students are aware of what is allowed and what is forbidden in school			
14.	Students have a voice in school that ensures that their rights are respected			
15.	Within the family context, daughters and sons may express themselves when defending their rights			
16.	School allows students to practice their freedom, creativity, and initiative			
17.	School promotes leadership among students			
18.	School supports emotional, affective, and moral development of students			

Tool 5 - School and Family Interaction
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19.	School supports sex education for girls and boys			
20.	School supports the attendance of pregnant girls and adolescents			
	Girls' major problems in school:			
	Boys' major problems in school:			
	Expectations of daughter's future:			
	Expectations of son's future:			

EXAMPLE OF THE TOOL APPLIED IN EL SALVADOR

Results of the tool's application are shown below. It was administered to a group of ten mothers and fathers at a National Secondary Co-Educational Institute.

TOOL: SCHOOL AND FAMILY INTERACTION INTERVIEW GUIDE

#	CRITERIA	YES	NO	WHY
1.	Attend when invited to meetings to be informed about child's academic progress	10	0	Yes: To make sure children attend school, know how they are doing; important to worry about them, it is their responsibility.
2.	Get involved in activities required by the school	7	3	Yes. To support the school; be involved in what children are doing, thus know them better; it is their duty. No: They work; do not have time.
3.	Give same amount of freedom and support to daughters compared to sons			Yes: Both have equal rights. No: Men need to know that women should be careful of their morals; there is more freedom for men, both within family and institution.
4.	Mothers are in charge of children's education	6	4	Yes: due to father's death or absence; sons and daughters feel closer to mother; fathers are more irresponsible. No: because both father and mother are parents; have same responsibilities.
5.	Teachers value family's opinion to understand the students' behavior	6	4	Yes: the counselor always listens and supports. No: at meetings only report cards are handed out; have never been called to discuss these topics; there is no good communication between parents and teachers.
6.	School uses family suggestions when planning for instruction	5	5	Yes: to prepare better work. No: they would have to change policies within school; ignore it when it is given.
7.	Teachers foster communication, dialogue and conversation among students	9	1	Yes: to gain trust from students; because they foster communication among students.

Tool 5 - School and Family Interaction
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8.	It is observed that teachers favor students	6	4	Yes: often they favor certain students for no apparent reason. No: they see them all as equals.
9.	Teachers take into account students' limitations and responsibilities in the home	5	5	Yes: at school meetings, each specific case is considered according to the family's economic situation; parents keep school informed. No: unless it is an extreme case.
10.	School educates girls to become leaders in society	9	1	Yes: because it is the objective in education.
11.	School prepares students to choose non-traditional careers	8	2	Yes: they get counseling.
12.	Actions are taken in case of sexual harassment towards girls and boys	4	4	Yes: they get talks about human rights.
13.	Students are aware of what is allowed and what is forbidden in school	10	0	Yes: mainly due to the problems that have arisen and they know that such acts may not be repeated; at the beginning of the year they are made aware of regulations.
14.	Students have a voice in school that ensures that their rights are respected	10	0	Yes: depending on who the teacher is.
15.	Within the family context, daughters and sons may express themselves when defending their rights	9	1	Yes: they are taught how to behave when facing an unfair situation; they feel at ease. No: sometimes they are not allowed to speak up.
16.	School allows students to practice their freedom, creativity, and initiative	10	0	Yes: there is participation allowing their emotional and psychological development.
17.	School promotes leadership among students	8	2	Yes: so that they may start learning how to defend themselves in life; so that they may fare well as members of society.
18.	School supports emotional, affective, and moral development of students	7	3	No: on occasions there are too many students and they cannot all be served.
19.	School supports sex education for girls and boys	8	2	Yes: they organize talks to keep them updated on such topics.
20.	School supports the attendance of pregnant girls and adolescents	6	2	Yes: they are given the chance to finish the school year and to continue studying. No: because "one rotten apple spoils the rest."

	Girls' major problems in school:	<ul style="list-style-type: none"> • That their male friends and boyfriends may be part of a group of "maras" (gangs). • Others look down on them. • Problems with teachers and male classmates. • Pressed to get back home early since they must look after younger siblings and do house chores. • Getting involved with drugs. • Having boyfriends at a very early age.
	Boys' major problems in school:	<ul style="list-style-type: none"> • Rivalry among themselves. • Learning vices and getting into fights. • Licentiousness. • Violence between educational institutions. • Undesirable friends.
	Expectations of daughter's future:	<ul style="list-style-type: none"> • That they may attend college and have a career. • Become good professionals. • Become well-educated people, build a career, and raise a family.
	Expectations of son's future:	<ul style="list-style-type: none"> • That they may be successful in their endeavors. • Be responsible. • Develop into people that will benefit society and their future families.

Based on the analysis of this information, schools may identify strengths and gaps in the promotion of gender equity in education. Based on these gaps and weaknesses, schools may apply policies and strategies aimed at improving the quality of education with a focus on gender equity. Schools can better achieve this through the involvement and sensitization of parents/guardians. Teachers and students should be sensitized as well to the need for greater involvement of parents/guardians in the educational process and to contributing to the quality and equity of education.

Tool 6

Action Plan



PURPOSE

The EIC Action Plan Instrument is designed to help educators and leaders for change improve the outcome of training to promote equity. Action Plans provide a structured mechanism for reflecting on how new knowledge on equity issues and the EIC instruments can be incorporated into an educator's own practice. The Action Plan is also useful in considering what strategies will be used to introduce the concepts and instruments to teachers and foster professional development that improves equity in the classroom.

Participants in the Equity in the Classroom training have been challenged to transform schools to meet the needs of diverse learners and the communities that they serve. As leaders for change, they must identify their capacity to influence change in the educational system, work together with others to develop a shared vision, and outline actions to be taken. To accomplish this they may draw on a learning and change process of action and reflection called the "team-learning wheel" (Senge, Peter, *The Fifth Discipline Fieldbook*: p. 13, 1994). The stages in the team learning wheel include: a) public reflection: people discuss their beliefs and others challenge them to clarify these ideas gently but relentlessly; b) shared meaning: the group comes to a mutual understanding by defining what they know based upon new hypotheses; c) joint planning: settling on a method for action by choosing among alternatives; d) coordinated action: performing a task that can be done independently by various members of the group, continuously reflecting, building shared meaning, and jointly planning the action. Although Action Plans can represent an individual commitment for action, they are more effective when developed in a team with individuals who share a commitment to the same objectives and who can work together on a continuous basis to reflect and take new action.

Because Equity in the Classroom training workshops were designed as a series of workshops, this allowed for follow-up, reinforcement of new skills, and reflection on achievements. Therefore, it was helpful to develop action plans that committed participants to experimenting with and applying new skills and knowledge because they knew they would have to report back on their progress in the follow-up workshops. The process of developing action plans facilitated the collaboration of team members who were strategic in maximizing limited resources and partnering in order to accomplish greater results.

DESIGN AND APPLICATION OF THE ACTION PLAN INSTRUMENT

Steps in the process of developing Action Plans:

1. Developing Action Plans that Work

- Formation of teams for reflection and action: professionals/educators are grouped into teams based on people's similar roles and responsibilities and/or their geographic proximity.
- Each team considers actions that educators can take to improve equity; challenges to achieving results of the action plans; and criteria for success. Drawing from knowledge and insights gained from the introduction to and application of the EIC instruments, participants consider what actions they will take. Some steps to consider in this process are:
 - 1) Brainstorm a list of actions that school directors and teachers can take to improve classroom equity and learning outcomes for diverse learners utilizing instruments and strategies provided in this EIC toolkit and additional strategies.
 - 2) Brainstorm a list of actions that the administrators/leaders can put in place to enable the schools and teachers to accomplish these tasks.
 - 3) Consider the challenges in implementing the action plans. Will they work? What are the obstacles to implementing them? How can these problems be avoided?
 - 4) In order to avoid designing actions plans that fail, it is necessary to consider the obstacles above and determine criteria for success.

2. Preparing Action Plans

Once the team has discussed some possible actions/activities for promoting equity, the team needs to determine the following items: objectives, strategies, activities/instruments/timeline, target population, resources, and evaluation methods in order to implement the activities strategically and effectively. A template is provided for completing the action plan that is to serve as a guide. If there are other elements that need to be specified in the action plan then these can be added. The categories that are included in the template are defined as following:

- *Objective:* Determine the specific objectives to motivate changes at the school level to achieve equitable education (e.g. in the attitudes and practice of teachers to foster equitable teaching and learning). This is an important step that keeps the focus on goals, rather than day-to-day implementation of tasks. For example, an objective would not be to collect school equity profiles, but rather to determine the current level of equity that exists in the school, district, province, etc.
- *Strategies:* The methodologies that will be used to implement activities and conduct analysis about equity issues with various stakeholders/actors (e.g. reflection on practice with teachers to identify elements of inequity).
- *Activities/Instruments/Timeline:* The activities or actions that will be completed and the instruments and time necessary to complete them. Activities designed to determine the current level of equity/inequity at the school could include: a) consider current knowledge on school equity issues and determine what needs to be investigated; b)

determine types of schools where data should be collected (rural vs. urban); c) discuss which instruments will be used for data collection and how to apply them (e.g. School Equity Profile); d) discuss the approach to use with the school director in order to achieve a positive response; and e) plan how the information will be recorded, reported, and used. Develop a timeline for the entire activity.

- *Target Population:* Need to specify the people and institutions involved in the activities (who and how many). Determine types of schools where data should be collected (rural vs. urban) if doing a baseline study on equity in schools. Also consider whose collaboration is needed and what approvals are necessary in order to obtain broad support and interest.
 - *Resources:* Need to consider the resources necessary, financial and non-financial, and estimate the costs involved in implementing the planned activities (e.g. photocopying, renting a vehicle and gas to visit a school, etc.)
 - *Evaluation:* What are the criteria for success of the action plan? Determine benchmarks and realistic indicators for each objective and a strategy for evaluating the results (e.g. will have completed replication of the EIC workshop for 100% of the faculty of the teacher training institute).
3. Share Results and Plan Next Steps: Reflection-on-practice
- Provide an opportunity for teams to meet and reflect on an on-going basis about the activities that have been implemented. The purpose is to improve upon their own practices and behavior in order to influence change of attitudes and practices in the education system that lead to biases and gender inequities. An effective process of reflection involves a learning cycle that consists of observing, reflecting, deciding, and doing. The cycle represents the way people improve on their actions by observing their previous action, reflecting on what they have done, using that observation to decide how to change the next action, and applying that decision to another action.
 - Define a structure for sharing successes and problems such as the Reflection-on-Practice Protocol. (See details on the next page.) Use this structure to discuss one or more successful outcomes in the implementation of activities in the action plan. Discuss if other activities were implemented that were not originally envisioned in the action plan. Describe a problem encountered when trying to implement activities and brainstorm solutions together. Without such a process, sharing does not necessarily lead to learning and people may feel uncomfortable boasting about successes and reluctant to share their problems.
 - Finally, the group members utilize the experience of sharing and reflecting to revise or define new activities based on lessons learned.

Reflection-on-Practice Protocol

1. Each educator briefly describes an experience they have had with the selected discussion topic.
2. Group members listen but make no comment. In this way, everyone is allowed time to share in a short amount of time and practice the art of listening.
3. The group selects one of the problems for deeper exploration. (More problems may be selected if time allows.) The group tries to help the presenter gain a deeper understanding by asking information-seeking questions to help clarify. (No suggestions are offered.)
4. Once the problem is clearly defined, the group assists the educator by brainstorming possible solutions and developing an initial plan of action.
5. At subsequent meetings, the educator reports on the success of the plan.
6. Some groups conclude with a short presentation by one of the members regarding a method, instructional material, or approach they have developed or refined.



Action Plan

Action Plan Instrument

Names of Team Members:

Date:

Name of Institution:

Action Item	
Objective	
Strategies	
Activities/ Instruments/ Timeline	
Target Population	
Resources	
Evaluation	

*Create additional action plan templates for each new objective and corresponding strategies, activities, etc.

EXAMPLE OF THE INSTRUMENT APPLIED IN EL SALVADOR

In El Salvador, between June and November 2002, forty professionals from the national cadre of in-service teacher trainers or pedagogy advisors (“Asesores Pedagógicos”) from the Ministry of Education (MOE) participated in three EIC workshops. Each Pedagogy Advisor provides support to a network of 15-20 schools in a particular region. At the end of the first workshop, these teacher trainers developed action plans and they each selected a pilot school within their network of schools in which to initiate gender equity activities. Most teacher trainers implemented gender equity activities in more than one school but they were asked to collect baseline data and conduct activities in at least one school. The three EIC workshops in which they participated (training, follow-up, and evaluation workshops), provided the opportunity to revisit and reformulate the activities according to the school resources, time, and availability. This helped to further the implementation of concrete actions to establish the foundations for advancing equity in the schools.

The process of writing action plans was initiated in the first EIC workshop. The teacher trainers had three days of training, during which various topics were covered including: social construction of gender, tools for conducting Participatory Learning and Action (PLA), and EIC tools to measure inequity in teaching practices and leadership. At the end of the training, teacher trainers were given the opportunity to design action plans working in groups. Some teacher trainers made it a priority to share the project and training activities with the school directors of the pilot schools; others planned to solicit permission from their managers to organize a two-day workshop in their schools; and a third group committed to conducting a diagnosis of the issue of equity/inequity in the schools where they work. Some participants, according to his/her own experience in different regions of the country, developed unique objectives and strategies necessary to promote gender equity in the schools they serve. Some action plans were designed by teams organized by department and as a result these action plans provide a better guarantee for feasibility and sustainability due to greater collaboration.

During the months of August through October 2002, the teams implemented their action plans. Each team of teacher trainers implemented the activities according to their own action plans. Thus, in October at the follow-on workshop, the first results, achievements, limitations, and obstacles were presented that allowed for feedback and the introduction of further tools and strategies. The action plans were reviewed and redesigned based on information and shared experiences obtained from other regions, limitations and obstacles encountered, and the solutions to problems derived from small-group discussions. The new inputs to the action plans motivated the teacher trainers to further implement activities in October and November, during which teacher trainers completed the application, tabulation, and analysis of the data collected through the use of EIC tools.

In the case of El Salvador, the action plan instrument was used for measuring short-term objectives because the timeframe of the workshops was over only a six month period. However, the participants also developed longer-term objectives to be implemented during the following school year. Action plans can be used for outlining short-term and long-term objectives however, it is important to review them on a regular basis and not allow too many months to lapse even if the objective is to be achieved over a year period.

The following action plan is provided as an example from one of the teams of teacher trainers in El Salvador and was implemented in two schools: “Complejo Educativo Hacienda Metalio”, in Sonsonate and “Centro Escolar Licenciado Jose Daniel Carias” in Ahuachapan.

General Data

Name:
Institution: Complejo Educativo Hacienda Metalio and Centro Escolar Licenciado Jose Daniel Carias

Department: Ahuachapán

Region: Western

Action Item 1 Objective	Promote Gender Equity in the classroom with teachers in the school						
Strategies	<ul style="list-style-type: none"> • Provide Action Plans to Zone Coordinators. • Implementation of dissemination workshops in each proposed school. • Design of individual project to be implemented in the school. 						
Activities/ Instruments/ Timeline	EIC Tools Reflection Circles Day workshop Proposed dates: July-September 2002						
Target population	<table> <tr> <td>Zone Coordinator</td> <td>1</td> </tr> <tr> <td>Teacher Trainers</td> <td>7</td> </tr> <tr> <td>Teachers</td> <td>19</td> </tr> </table>	Zone Coordinator	1	Teacher Trainers	7	Teachers	19
Zone Coordinator	1						
Teacher Trainers	7						
Teachers	19						
Resources	Facilitators' Manual Toolkit Copies, markers, paper, and pens						
Evaluation:	Knowledge of project Strategy definition to do follow-up on action plans Awareness of the need to apply gender equity in instructional practice in the classroom.						

Action Item 2 Objective	Present and apply EIC tools at pilot school.								
Strategies	<ul style="list-style-type: none"> • Design of "Child Profile" tool, by educational level. • Application of "Observation in the Classroom" tool. • Application of "School Equity Profile" tool. 								
Activities/ Instruments/ Timeline	EIC tools Proposed dates: November 2002								
Target population	<table> <tr> <td>Teachers</td> <td>18</td> <td>7 men</td> <td>11 women</td> </tr> <tr> <td>Parents</td> <td>5</td> <td>2 men</td> <td>3 women</td> </tr> </table>	Teachers	18	7 men	11 women	Parents	5	2 men	3 women
Teachers	18	7 men	11 women						
Parents	5	2 men	3 women						
Resources	Copies, chart paper, pens, and markers								
Evaluation	The teachers learn, apply, and analyze the information that is obtained through the use of the EIC gender equity tools.								

Action Item 3 Objective	Educational school community has awareness of the importance to promote gender equity in the classroom to be implemented in 2003.								
Strategies	A. Planning the School for Parents Project for 2003. B. Using the multiplier effect in 2003, obtain 100% coverage of training for school directors. C. Integrate Gender Equity in the Classroom into the School Education Project that each school must develop to be implemented in 2003.								
Activities/ Instruments/ Timeline	EIC tools Facilitators' Manuals Action Research with a gender focus Educational video "Gender Equity in the Classroom" Proposed dates: January-November 2003								
Target population	<table> <tr> <td>Teachers</td> <td>19</td> <td>7 men</td> <td>12 women</td> </tr> <tr> <td>Parents</td> <td>198</td> <td>28 men</td> <td>170 women</td> </tr> </table>	Teachers	19	7 men	12 women	Parents	198	28 men	170 women
Teachers	19	7 men	12 women						
Parents	198	28 men	170 women						
Resources	Human resources: teachers, students, parents Reproduction of materials Markers and chart paper								
Evaluation:	The educational community integrates the elements of "Gender Equity in the Classroom" becoming aware of the need of an education that is more fair, equitable, and humane.								

EXAMPLE OF THE INSTRUMENT APPLIED IN PERU

Following the first workshop in Peru, the team from Moquegua and Tacna expanded upon the action plan completed during the training and developed the outline below. They created activities designed to promote equity that could be integrated with activities in the various institutions with which they work (e.g. the regional departments of education and the teacher training institutes). The following action plan serves as a sample of the types of activities that can be developed to promote equitable teaching and learning, in this case in a teacher training institute where pre-service teachers are being trained. The EIC Project has strived to involve teacher trainers from pre-service teacher training programs in order to influence teaching practices of new teachers who will promote equitable learning and respond to the needs of girls and marginalized learners in their classrooms.

Action Plan: *“Program on strategies for Equity in the Classroom to improve the quality of education in Moquegua and Tacna.”*

Specific Objectives:

1. Create a multiplier effect by providing training to all faculty in the teacher training institute in Moquegua.
2. Determine the actual situation of learners in regards to equity in the classroom.
3. Select strategies from Equity in the Classroom that promote personal and integral development for female and male students.
4. Analyze the results obtained with the application of the Equity in the Classroom strategies.
5. Include EIC strategies in teaching units in classrooms where students are doing their practice-teaching.
6. Integrate elements of EIC in the curriculum of the pre-service teacher training degree program.
7. Sensitize the education community in the Mariscal Nieto Province on gender equity (through meetings and workshops of the network involving the Ministry of Education and the regional department of education).
8. Identify the knowledge and norms of the social environment with respect to equity in rural areas in the Mariscal Nieto Province.

Strategies:

1. Present concrete aspects of the first EIC training workshop to the teaching and administrative staff at the teacher training institute. Analyze in teams the handouts on equity. Develop conclusions and work plans.
2. Brainstorm ideas regarding the social construction of cultural norms (customs, beliefs, etc.) as they pertain to female and male students.
3. Share with teachers in the teacher training program the document, “Promoviendo Equidad de Género en el Aula”¹. Design activities including strategies for promoting equity in the curriculum for learners.
4. Utilize quality circles for peer learning among student teachers and evaluation of activities conducted in the classrooms where practice-teaching is performed.
5. Design activities for didactic units for students of primary education in Practice Teaching Centers. Report on the results of applying EIC strategies. Reflection on teaching practice and identification of elements of inequity.
6. Develop syllabus and instruments for students in teacher training incorporating elements of Equity in the Classroom.

¹ *“Promoting Gender Equity in the Classroom: Methodology focused on learning”*, Sheila Mogrovejo de Thissen. Published by GTZ, Lima, Peru, 2001. Spanish only.

7. Meetings with work groups on "Workshops for analysis of Gender Equity." Meetings with student teachers. Dramatizations (mime). Demonstration classes.

Activities/Instruments/Timeline:

1. Initiate the multiplier effect in the Teacher Training Institute (conduct workshops). Elaborate the Action Plan (April 2001)
2. Diagnose the social backgrounds of the student teachers. Develop proposals for change – equity in the classroom. (brainstorm list of ideas) (April-May 2001).
3. Analyze and disseminate information regarding EIC methodologies (from the manual). (May-July 2001).
4. Apply monitoring instruments for the targeted population. (May-December 2001).
5. Follow-up and monitor activities. Conduct short-term planning related to professional practice. (use monitoring instrument) (May-December 2001.)
6. Organization and implementation of peer learning circles with teachers in the teacher training institute. (session guide) (June-December 2001.)
7. Awareness-raising workshop given by the gender equity work groups for teachers from the Mariscal Nieto Province. Demonstration classes. (Use classroom observation instrument) (June-December 2001)
8. Awareness-raising workshop for students in the teacher training program. Investigate the social environment/reality in the Mariscal Nieto Province. (June-December 2001).

Target Population:

This action plan is designed to involve the following actors in Moquegua and Tacna:

1. Female and male students of the Teacher Training Institute (TTI) (240 students)
2. Headteachers of the teacher trainers at the TTI (35 teachers)
3. Department heads, secretaries, teachers and management in the TTI (5 managers)
4. Female and male students (500), teachers (80) of the education centers that assist with practice teaching for the students in the TTI.
5. The teachers in the Mariscal Nieto Province from marginalized urban zones (6 Education Centers).
6. The female/male teachers from the Mariscal Nieto Province trained through the PLANCAD program which is managed by the TTI. (70 teachers, school directors).

Resources:

Institutions responsible for financing: TTI from Moquegua, TTI from Tacna, and the Regional Office of Education Moquegua-DREMO.

(The team will develop a budget including costs for paper, printed material, photocopies, transportation, food, etc.)

Evaluation:

1. Replication of the first EIC workshop for 100% of the faculty of the TTI in Moquegua (multiplier effect).
2. Dissemination of the material 90%. Active participation of the teachers and school directors 95%.
3. Diagnostic of the social reality/background of the student teachers in the TTI – 70%.
4. Proposals for change of the students regarding stereotypes 80%.
5. Apply monitoring instruments of the target population – 30%.
6. Completion of 2 awareness-raising workshops with students 100%. Completion of workshops for the education teams/clusters within PLANCAD 70%.
7. Investigation of the social environment 30%.
8. Develop some fliers/posters highlighting elements of equity 40%.

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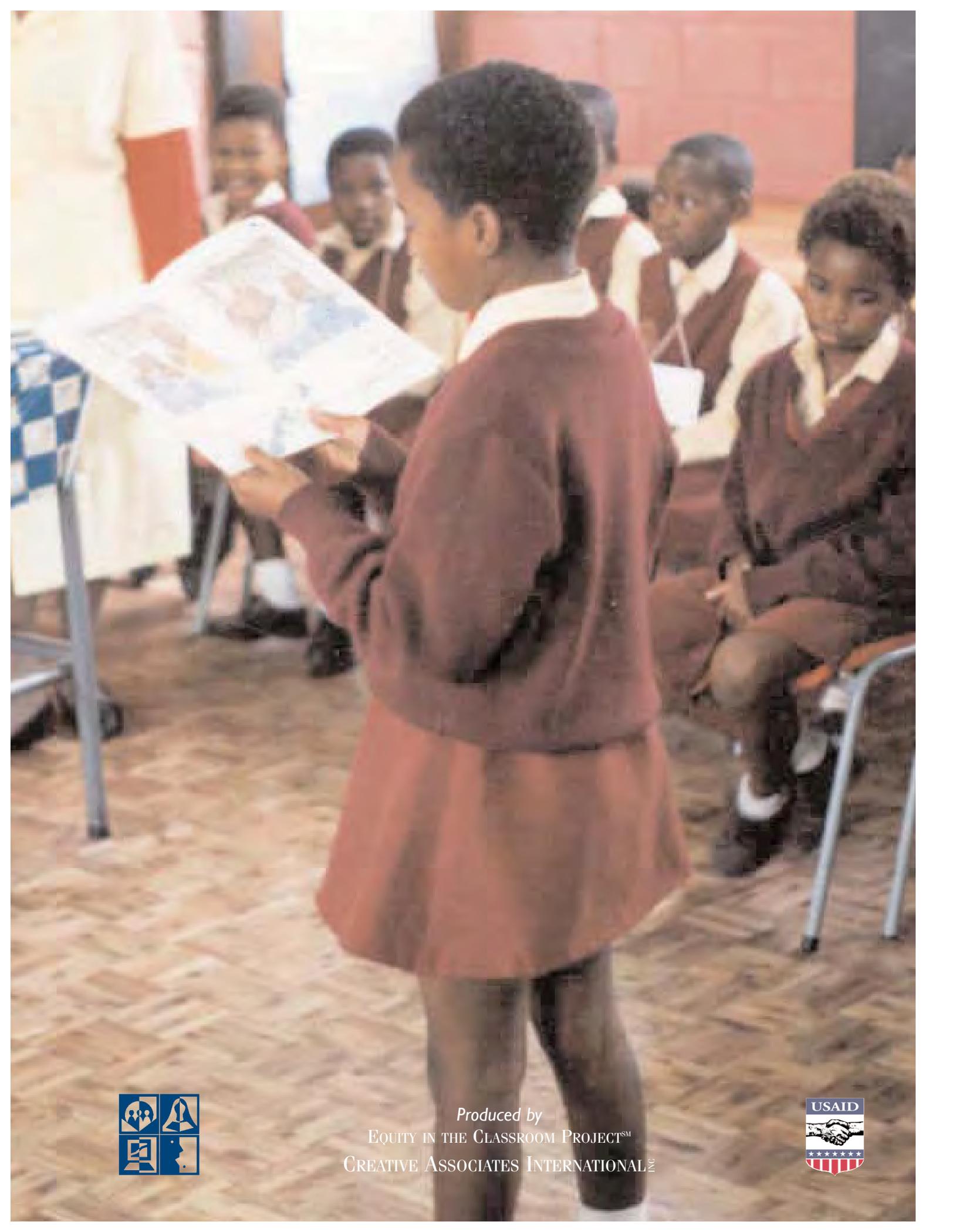
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